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Rural Ecommerce and Telework Strategies

A Self-directed Learner's Internet Guide



**Learning-to-Earn
For Individual and Community Sustainability**

This guide was edited and published at Idaho State University through the customized training office at the College of Technology as part of an overall customized training program in partnership with **Mr. Frank Odasz**, President of Lone Eagle Consulting, for the purpose of rural economic development. It was made possible through funding for its development by the Workforce Training Network of the Idaho State Division of Professional Technical Education.

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To inquire regarding Internet empowerment training and/or presentations for your school district, community, or organization, or to request copies, special printings, or reprint permission, contact **Frank Odasz**, frank@lone-eagles.com. Other inquiries may be addressed to the College of Technology Customized Training Office at Idaho State University, P.O. Box 8380, Pocatello, Idaho 83209.

ACKNOWLEDGEMENTS

Imagine being able to live anywhere, either working for yourself running your own business, or working for someone else, but still able to live anywhere and set your own work schedule. More and more people are doing this. You can too! This guide is dedicated to those individuals who choose to demonstrate the patience and perseverance to acquire the power of becoming a self-directed learner - becoming a "Lone Eagle" - to be able to learn anything, anytime, anywhere. In turn Lone Eagles who have acquired Internet collaboration skills are enabled to teach others online, thereby helping create self-sustaining rural communities allowing others to live and work where they want as well.

Rural Ecommerce and Telework Strategies is a unique guide designed to help individuals, businesses, organizations, and rural communities develop powerful new skills to become self-directed learners first and then use those skills to help others to become self-directed learners. Thus, whole communities can learn to work together to develop those skills that will enhance their social and economic well being.

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately realize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and innovative skilled collaborators creating new social and economic value for their communities.

The goal is for everyone to be motivated and empowered at the highest levels possible. Community events and "web-raising" programs are needed which can demonstrate in concrete terms how to quick-start the highest levels of community action and benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities and community programs don't exist - we need to create them. The resultant storytelling will inspire others to construct their own vision and an action plan for the mobilization of their own community's collective will.

Community Internet awareness events can include community web-content competitions, Internet skill-building and mentoring programs, local web-based content creating initiatives, establishing Ecommerce incubators, and creating community network inclusion programs. This guide provides resources for all of these.

This guide and the online course, **Ecommerce and Telework Strategies**, are works in progress in association with ongoing community initiatives. Suggestions and partnerships are always welcome. Check the online version of the guide and course for regular updates and enhancements.

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Dedicated to those good-hearted individuals who would rather lend their wings to others than hoard their knowledge for competitive advantage and personal gain.

About the Author

Born in Cody, Wyoming, in 1952, **Frank Odasz** has been a carpenter, oil field roughneck, dude ranch manager, college professor and is now a "Lone Eagle," an independent instructional entrepreneur. In 1982 Frank attended the University of Wyoming to learn the benefits computers and telecommunications could bring to citizens. As one of the earliest pioneers with both online learning and community networking, he founded the Big Sky Telegraph network, 1988-1998, one of the first online systems to offer online courses. Frank's biography, resume, and photograph are at <http://lone-eagles.com/articles/frank.htm>

During the time Odasz operated the Big Sky Telegraph, Microtimes Magazine listed him as one of the 100 most influential people in the microcomputer industry. In 1992 Big Sky Telegraph was included in the National Information Infrastructure White House Agenda report as a network model of excellence.

Frank Odasz has served as a senior advisor on community networking to the Morino Institute. He has also been an advisor and served on advisory boards of several networking projects throughout the country. He has created online courses on how to create and teach online courses and how to mentor others online. Over the past twenty years he's been a participant in the evolution of both online learning and community networking. He has traveled over a million miles presenting at conferences and conducting workshops.

Frank's mission statement below is an accurate reflection of his personal philosophy.

"Lone Eagle Consulting strives to maintain the small circle of the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels."

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<http://lone-eagles.com/eguide.htm>

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SECTION ONE - INTRODUCTION

Using this guide, you'll learn to access specific information within seconds of having the need. You'll learn to create online learning experiences for others, to collaborate in many new and powerful ways, and to self-publish your own ideas using multimedia web pages.

As we first empower ourselves, and then our families, communities, and cultures, it will become overwhelmingly clear that there exists no upward limit to the number of people one individual can impact positively. By sharing what we each learn, we will all have access to all our joint knowledge. In an ideal world, we would all save each other great amounts of time by broadly sharing the best of what we learn.

The specific goal of this guide is to allow you to leapfrog ahead to the best the Internet has to offer with the least amount of time and effort. This guide presents hands-on exercises ranging from general overviews to in-depth exploration. As new, more powerful web tools evolve, this "online" guide will add them as simply and efficiently as possible.

"In the new age, we're all both learners and teachers, all the time."

Best Use of This Multi-Purpose Guide

For individuals - this guide presents a thorough self-directed learning pathway of Ecommerce overview perspectives, strategies, skills, and resources.

For communities - the ideal use of this guide would be to stimulate widespread interest in your community identifying the realizable benefits the Internet offers. This guide - in addition to important resources, skills, and strategies, also provides a complete community Ecommerce awareness mentoring certification program. The certification program includes a paid mentorship component to provide a local incentive for sharing skills and knowledge. This certification program has the potential for growing a cottage industry in your community mentoring citizens outside the community. Grant templates are provided with a wide variety of community event models ranging from single afternoon events to extended community learning programs, initiatives, and competitions.

Owning Up to Our Own Potential

It would be wonderful if we could install high speed Internet in our homes and communities and know our successful futures were assured. But it is not that easy. Based on declining demographics, many rural communities today are dying.

Three big questions of our day are (given local Internet access at any speed) as follows:

1. As individuals, what commitment do we acknowledge regarding our role in building communities?
2. How important is the challenge of getting everyone involved creating an inspired, self-motivated learning community able to fully benefit from the capabilities the Internet puts at their fingertips?
3. What's the best a rural community might do for itself using the Internet if it were fully informed?

The fact that there are so few outstanding community success stories and models, even from communities who have installed high speed Internet, suggests the benefits may depend more on what people have learned to do with the Internet than the speed of available Internet access. Stories of successful individuals and businesses are far more common. In many rural communities are individuals who have quietly proven this potential for themselves and are now running their own successful Ecommerce businesses. Yet, there are many people and communities who appear to believe that through their own inaction they have disproved the promised potential of the Internet.

Together - we need to identify how to bring together education, economic development, community-building and Ecommerce in ways that make sense. This guide integrates these four essential pillars of sustainable communities. To create sustainable communities - we need to combine caring, commerce, and connectivity with common sense.

The potential for what citizens can do by working together far outweighs the benefits of simply helping individual entrepreneurs. However, in the minds of many citizens the idea of working together to build community capacity remains an abstraction.

The sustainability of our communities and society depends on creating motivated lifelong learners, proactive citizens, innovative entrepreneurs, skilled collaborators (both offline and online) and citizens who are both consumers and producers - both learners and teachers - all the time.

Imagine the multiplier effect: if we all share what we know, then we'll all have access to all our knowledge. Sharing what you know in return for benefiting from what others know helps everyone learn faster. The potential of a knowledge economy is that there can be enough knowledge and prosperity for everyone, worldwide.

Once you learn to be a self-sufficient learner, you'll soon recognize your potential to help people worldwide. While you might consider them potential competitors, you might also consider them potential customers and partners. The better you understand their needs, the better you'll understand the global market.

With the ease using of online collaborative tools such as email, listservs, etc., it will become easier and easier to engage in international trade. Knowing that the doors are opening, you're advised to learn about existing international trade opportunities and to create a personal strategy for keeping current as new doors open. You'll want to become self-sufficient staying current on Ecommerce trends, opportunities, and emerging skills and capabilities.

As hundreds of rural communities gain Internet access, many will eagerly embrace the potential to engage in Ecommerce. They will soon become your competition. Your advantage is to be first-to-market and establish your global niche now.

While many American rural communities have not yet recognized their advantage of being first in the world to have local Internet access, many will soon acknowledge their short-term opportunities and will begin to take action. Once the Internet is connected, whole countries will be dealing directly with the social challenges of creating an inspired and motivated citizenry for competitiveness at all levels. Your best strategy is to inform yourself early on about inevitable changes to strategically position yourself and your community to survive economically.

This guide puts equal emphasis on both social value and economic benefits. Both must be balanced for sustainable rural communities.

Unprecedented Self-Empowerment Potential

This guide is a fast-track learning tool to help you use the Internet to learn on an ongoing basis. Expectations of what you are capable of will increase through direct hands-on learning by following those topics of greatest interest to you. Throughout history, we've struggled with many barriers to learning and sharing information. Today, suddenly, we have unprecedented power and access for learning - which we've yet to recognize fully.

Over the next fifteen years, many of the six billion people on the planet, represented by over 15,000 cultures, will receive the opportunity to access the Internet through new satellite and wireless technologies. What they will find, and whether it's supportive of their families and cultures, may ultimately be, in part, up to you.

As each of us learns to become a Lone Eagle - a **self-directed learner** - we'll be better able to join with other Lone Eagles to build learning communities in very powerful ways. However, there is a real responsibility that comes with this new power you'll find at your fingertips. You alone must decide what you believe about your responsibility to help others.

For any community, culture, or country to reach its full potential, the full potential of each citizen must be realized. This guide is to be used as a resource to help individuals become self-directed learners and then work with others to build learning communities.

This Guide Presents Four Successive Levels of Self-Empowerment

Level One: Searching and Browsing Skills (Becoming a Self-Directed Learner)

The reality of our fast-changing world requires that we all acquire "just-in-time" self-directed learning skills such that we can learn what we need, independently, whenever necessary.

Level Two: Creating Web Pages (Self-Publishing Globally)

If we all share what we learn, we'll all have access to all our joint knowledge.

*"We're always ready to learn,
never to be taught."*

Winston Churchill;
Constructivist

Level Three: Communicating and Working Together (Building Learning Communities)

Community is the sum of what we give to each other, and we now can teach anything to anyone, anywhere, anytime.

Level Four: Learning-to-Earn for Sustainable Communities

(Building Online Communities) Learning-to-earn, public problem-solving, and electronic democracy hold our greatest individual and community benefits!

This entire guide can be found on the web at <http://lone-eagles.com/eguide.htm>

The Organization of This Guide

The key advantages of having the entire guide online are the convenience of being able to easily click through the web tours and to be able to reference any of the guide's resources from other web pages.

Section One: Introduction

This section briefly presents the over-riding vision and suggested best uses for this multipurpose guide. A short essay, "**Homesteading the Ecommerce Frontier**," sets the context for this guide.

Section Two: Essential Internet Readiness Skills

This section contains hands-on skill-building lessons and self-directed activities such as skills checklists, web tools, and web tours for the four most important skills related to self-empowerment, Ecommerce, and community-building.

Section Three: Essential Ecommerce and Telework Strategies

This section contains the full course materials for the online course, "Rural Ecommerce and Telework Strategies." This course includes a certificate of completion and the opportunity to become a paid mentor helping others earn their certificate. Online resumes will be created by all those receiving the certificate.

The purpose of this course is to offer a robust overview perspective of Ecommerce possibilities specifically for rural citizens and communities. The course presents high quality resources to allow for unlimited continued self-study as well as the skills and strategies to become a self-directed Internet learner.

Section Four: Ecommerce and Community-Building Resources

This section contains a collection of articles and web tours for Ecommerce start-up training and community networking resources representing many examples of the very best resources available. Lessons learned from ten years of community Internet projects are included with recommendations for future programs based on this invaluable experience.

Section Five: Implementing Empowered Communities (Grant-Writing and Community Project Resources)

Community grant templates present specific methods for creating Internet awareness programs and action plans to help your community become aware of its own potential for Ecommerce and self-empowerment. Diverse grant-writing tutorials, templates, and funding sources for rural communities are included.

Section Six – Appendices

Many extensive self-directed learning resources are included.

Homesteading the Ecommerce Frontier

Idaho's rural communities are at risk for their continued survival. The immediate need exists to revitalize the pioneering spirit that originally created them. Rural Ecommerce strategies are needed to combat the impacts of a rapidly shifting economy.

During the westward expansion many individuals headed west to find their fortunes. Perhaps as a result of such spirited independence, many western states and communities struggled with the lack of willingness to collaborate and work together. Many of Idaho's communities, however, headed west as communities - intending to build new physical communities - together. This legacy of pioneering community spirit remains today.

Just as community barn-raising helped individual families start quickly, today community web-raising is needed to create the web-based content and community collaborative capacity needed to sustain individual families struggling amid a shifting economy.

Rural communities slow to learn what's now available to them via the Internet risk losing citizens who will be forced to move to the city to find work. They risk replacing their neighbors with those from the city who have learned the Internet Ecommerce and telework skills which will allow them to relocate to rural communities.

Homesteading this new electronic frontier requires more than just bringing faster Internet to communities. Communities need to understand what skills, practices, and levels of commitment are required to best utilize the potential of the Internet at whatever speeds are available. Communities and individual families need to know exactly how to stake out their new Ecommerce homesteads, identify niche global markets, and work collaboratively to become "sustainable learning communities." The fact that currently there are no well-known model communities to inspire others to take concerted action suggests it is not obvious what needs to be done.

Collaborative capacity needs to be understood and celebrated. If one citizen spends ten hours gathering replicable rural Ecommerce success stories from the Internet and is able to share these resources with someone who also spent ten hours gathering similar successes - they both double the benefits of their labors. If most citizens within a community learn to similarly gather and share resources - "Then we'll all have access to all our knowledge."

The collective talents of a community must be shared to save people time and avoid unnecessary duplication of effort. But, this is possible only if everyone knows who has developed which talents and whether they are willing to share their knowledge and skills. Community networking strategies and programs will require learning new and more efficient ways of sharing information both within the community and beyond. A simple first step would be to create a public web page with an alphabetical listing by topic of mentors' expertise and email addresses as demonstrated at <http://www.vrd.org/locator/alphalist.shtml>.

One person with Internet skills can impact the lives of many, many others by providing instructional web tours of the best resources and skill-building experiences. A community skilled in Internet collaboration can turn an idea into action far faster than those without such skills - as suggested by the title of Bill Gates' book, Business at the Speed of Thought.

Many citizens and communities may not believe that the Internet provides them with powerful opportunities. In contrast, those with vision and the collective will to take action are already proving otherwise. Mobilizing the motivation to take control of their lives is the key to unlock their ability to take collaborative action toward purposeful outcomes.

Salmon, Idaho, lost its new telemarketing call center after its broadband infrastructure failed. Yet in Mackay, Idaho, a skilled marketing manager has 52 products posted for sale on the Internet as part of multiple local programs to stimulate local awareness for Internet entrepreneurship. Showcasing a community's skills and Internet readiness for Ecommerce and telework has become an important competitive strategy.

Creating this readiness to become a learning community requires widespread participation, and the role for educators and students has yet to be defined. Currently, many educators and students are non-participants in the cause for helping their community understand how Internet self-empowerment practices can build social and economic value and make the difference between a community which is growing and one which is dying.

The best-of-the-best Ecommerce innovations from other sources and communities need to be routinely shared locally via public web pages to fuel the home fires of local innovation.

Currently in southeast Idaho an "Ecommerce Homesteaders' Cooperative" is championing an innovative pioneering community self-empowerment program to create sustainable rural communities.

The Ecommerce Homesteaders' Cooperative proposal is online at <http://lone-eagles.com/homestead.htm> and articulates the specific events and processes by which communities can quickly become aware of how to take action on their own behalf. Both the social and economic opportunities for Internet collaboration are addressed through awareness presentations and a series of community events to engage local businesses, schools, churches, and community organizations of all descriptions. Western individualism will be celebrated for what individuals with vision can bring to empower their communities.

The Ecommerce Homesteaders Cooperative has created a unique workshop series for community leaders, businesspersons, and aspiring rural entrepreneurs. Through a partnership with Lone Eagle Consulting, <http://lone-eagles.com> a new online rural ecommerce course has been created specifically for rural citizens of all ages.

This unique mastery learning course includes a "Ecommerce and Telework Readiness Certification" which authorizes citizens to become paid mentors teaching this course to

others. Certified peer mentors will host a personal electronic portfolio of resources and skills they have gathered to empower others. This program creates an incentive for local mentoring programs and for sharing local expertise in new and more efficient ways.

We're seeking partners to support a short-term pilot project to include one or more rural communities to validate the tangible outcomes our program can produce, with anticipation of rapidly expanding to meet the needs of all rural Idaho communities. We propose that community leaders take the opportunity to host an initial "Homesteading the Ecommerce Frontier" presentation for their local community to review the content and quality of the presentation, free resources, and possibilities for local action. Community leaders will be able to directly assess the reaction and level of motivation of the attending citizens.

A recommended next step would be hosting a "Circle the Wagons" meeting specifically for community leaders to review the issues and recommended solutions. Those who elect to join the Ecommerce Homesteader's Cooperative for the journey to this new uncharted territory will benefit from proven expertise and extensive resources which will become immediately available to all members of participating communities. A program unique to each community will be created to produce tangible outcomes in the short-term, celebrating with social recognition all those who contribute. Everyone in the community will be invited to participate.

New broadband satellite solutions provide an immediate cost-effective, if perhaps short-term, Internet solution. Using new satellite and wireless solutions, international rural communities will soon be on an equal competitive level with Idaho's communities. Satellite systems can serve to create the aggregate demand necessary to attract long-term fiber optic broadband solutions. Wireless systems can deliver faster, cheaper access than existing copper wire infrastructure.

This is one of those rare opportunities to stand up and do what needs to be done. Take notice: history is being made here and spirited action may prove to be decisive regarding your community's brighter future.

Additional reading:

The New Goldrush; Mining Raw Human Potential Using Free Web Tools

Part One: <http://lone-eagles.com/goldrush.htm>

Part Two: <http://lone-eagles.com/mining.htm>

The War Against Ignorance

<http://lone-eagles.com/hope.htm>

See Section Four of this guide for additional related resources and articles.

SECTION TWO - INTERNET LEARNING STYLES AND READINESS SKILLS

A Step-by-Step Guide to Self-Empowerment

This section is structured around four successive readiness skills for using the Internet. It is a logical, practical approach to self-empowerment and is supported by self-directed learning resources from a wide variety of Internet sources. These skills are related to the four historical firsts and are presented as four levels in the following section lessons. We know we all learn best through direct hands-on exploration, and the numerous examples and suggested web sites listed are designed to give you plenty of opportunities to explore. **Have Fun!**

The Internet Style of Learning

<http://lone-eagles.com/islessay.htm>

By Robert Sibley (sibley@advanced.org) and Frank Odasz

Getting a handle on what the Internet Style of learning (ISL) entails is a more difficult task than it might at first appear. This is because it is such a new and dynamic phenomenon. Internet learners are literally redefining ISL every day as they explore new technologies and new ways to use and combine technological and pedagogical approaches. One way to understand the Internet Style of Learning is to examine the new resources and capabilities that the Internet provides and then to explore how these capabilities are and might be used to change the way we 'do' teaching and learning.

Capabilities

1. Access to Vast Information Resources

The most widely known fact about the Internet is that through it you have access to all kinds of information, from up-to-the-minute weather reports to copies of the Dead Sea Scrolls. If it exists, you can probably find something about it on the Internet, and you may find it fast.

2. Technology-Based Information Processing

That's a mouthful, but think of it as taking word processing and expanding it to all forms of information from numbers to images, to sounds to every conceivable combination of these, and from a single file located on your hard drive or floppy to all the information in every computer that can be connected to the Internet anywhere in the world. With all that information out there, you need powerful tools to help you find and make use of the small fraction that interests you. Luckily, the technology is doing a fine job of keeping pace. Web-based search engines and directories help you

find your needle in that very big haystack. Once you find what you are looking for, your Web browser goes to the electronic address and brings it to your computer and displays it for you. If the information is what you want, you can copy it and paste it into another software application on your computer, like a word processor, spreadsheet or database, and analyze and manipulate it there in many ways. For example, if you have imported columns of data into a spreadsheet, you can compare it with other data and create a chart to visualize it graphically. You can import large amounts of text into a word processor and search through it electronically for a word or phrase, and find and export to another document those few sections that are relevant to your interest. Image, sound, and video processing software provide equally as powerful tools in those media. And the power and ease of use of these technologies increase constantly.

3. Collaboration

Internet email may be the most underrated communication and collaboration tool in history. It is easy to use, extremely powerful, available world wide and usually very inexpensive. Information and documents can be transferred, commented on, edited, analyzed, manipulated, etc., by one or any number of people, any number of times, in truly global collaboration. And email is just the beginning.

4. Internet Publishing

The ease, both in terms of work and of cost, with which information can be published, in a growing number of formats and media over the Internet, especially the WWW, is astonishing. What is less well understood, is the publishers' ability to target his or her audience. A publisher (any one who can create a Web page and access a computer to 'host' it) has the ability to broadcast the address (URL) of his or her site by registering it with all the search engines and promoting it on or off the Net, or he or she can distribute it to a selected audience, perhaps another school or class, or just one other person. In addition, the growing interactive nature of many sites means that the "audience" can also be "participants." Put in an historical perspective, these are awesome publishing powers, and they are the same for text, images, sound, animation, video and any combination of these. And, at the current rate of change, who knows what additional capabilities we will see next week or next month.

5. Realities and Possibilities

It is the process of using and combining these capabilities in powerful and innovative ways that makes Internet style learning so exciting, for all learners. This is still largely uncharted territory. It is what learners do with these capabilities, not software companies or curriculum designers or boards of education that will determine the ultimate success of Internet Style of Learning (ISL) in our schools and lives. While the technology is exciting and a strong motivating force for learners, the fundamental characteristic of Internet style learning is that the technology does the grunt work; it provides the capabilities for learners to cut to the chase and engage in high level, intellectually challenging learning. What follows is a very short list of some of the ways that learners are using these capabilities to transform the very

nature of teaching and learning. But I must stress that we have only scratched the surface of ISL potential.

6. Inquiry-Based, Global Research

Internet search engines allow learners the ability to perform research using global resources. An educator can solicit topics of interest for learners to research and helps learners develop successful search strategies by giving examples and focusing on two or three different search tools.

7. Resource-Sharing and Collaboration

The Internet allows learners many options to access expertise and to collaborate with peers. For example, single classroom or multi-classroom collaborative projects can be text-based (non-web such as email and listservs) OR web-based such as hypernews and web-conferencing. Web pages can be edited or contributed to as text documents and uploaded from almost anywhere. Email, Listservs, Newsgroups, etc., also allow access to experts and expertise in almost any field. In addition, individuals and small groups can combine and leverage the knowledge and skills of each member to create deeper and richer understandings and works. ThinkQuest Entries are prime models of this kind of collaboration.

8. Teacher as Facilitator

Because the Internet can provide learners with unlimited amounts of highly specific information, the role of the teacher shifts from being the primary content provider to that of facilitator of the process by which learners access and build their own knowledge. It quickly becomes apparent that learners will soon collect specific knowledge beyond the expertise of the teacher, which is a truly wonderful outcome.

9. Student: From Consumer to Producer

Youth are lead change agents these days due to their attraction to, and proficiency with, information technology. Since students, particularly those with home Internet access, have far more time for exploring the Internet than teachers do, individualizing their self-directed learning activities makes good sense. As students build their own knowledge, particularly with others in small groups, they can learn how to share it by posting resources on their own content-related web pages and through a growing number of interactive and collaborative software tools and multimedia options.

10. Taking Learning Beyond the Classroom

Distance learning and home-based learning are both alternatives and additions to classroom learning. In Internet style learning the walls of the classroom expand to encompass the world in every imaginable way. Information, experts, collaborators, and teachers are available to you from wherever you are, and vice versa. This encourages students to become self-sufficient and self-directed learners, to recognize and create value from raw information, to develop collaborative, time management, and project management skills (to name just a few) that will prepare them for the great challenges of adult life in the 21st Century.

Four Fundamental Historical Firsts

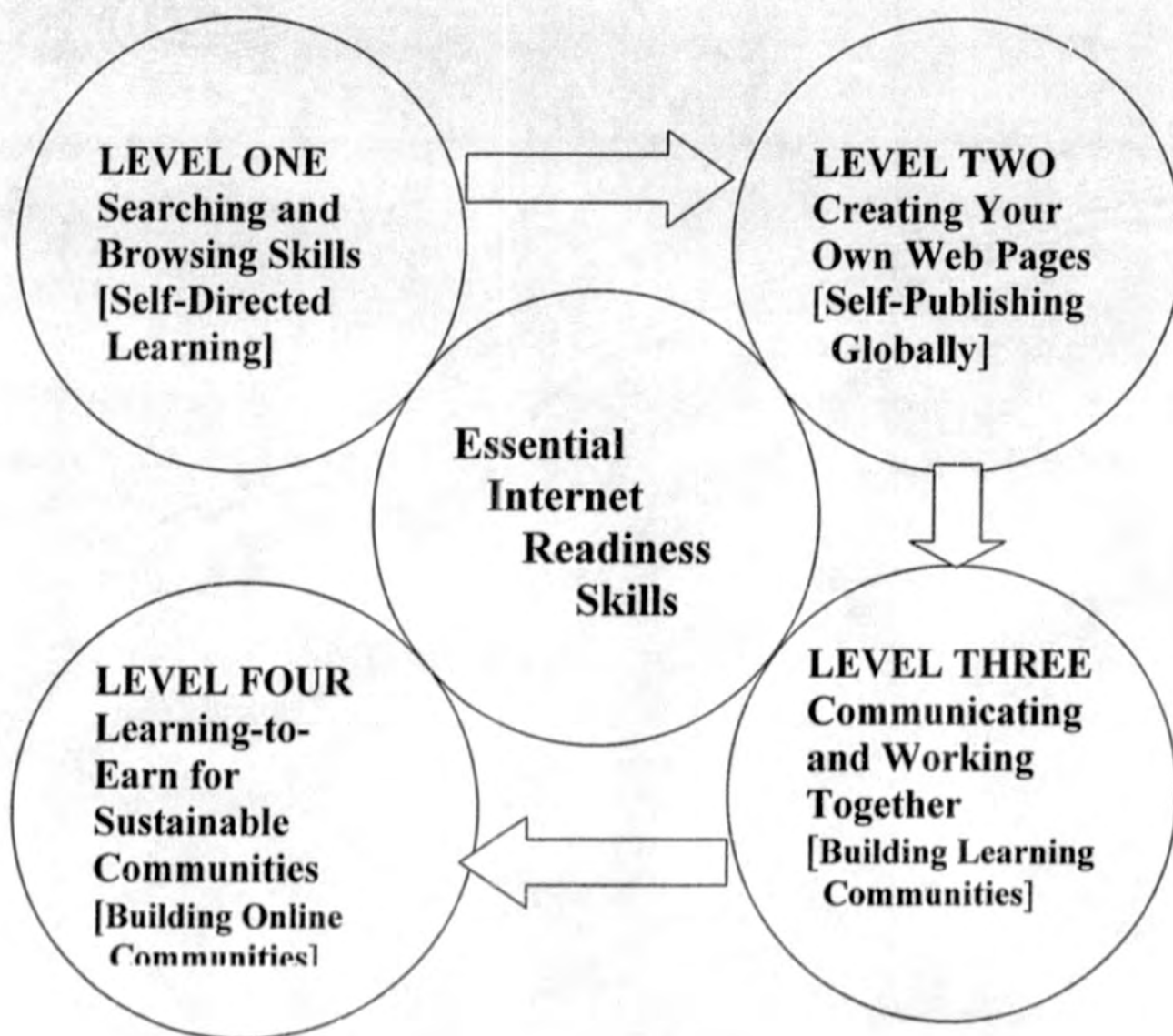
The Internet brings individuals and communities four indisputably important major historical firsts:

1. **Fingertip access to the world's knowledge base;** the ability to find specific information within seconds from worldwide sources. **Searching and browsing skills allow self-empowerment through self-directed, just-in-time, inquiry-based learning.**
2. **Inexpensive global self-publishing (creating web pages) for both individuals and communities;** sharing creative works and resources with an authentic peer audience through the ability to create web pages using multimedia on a shoestring budget on equal par with the world's largest universities, corporations, and governments. **This allows for every story to be told and dramatically facilitates the sharing of information.**
3. **The ability to communicate and work together as individuals without restraint due to distance or time,** either privately one-to-one or publicly involving whole communities, bringing people together around purposeful causes to take organized action. **The Internet increases the quantity and quality of human relationships.**
4. **Learning-to-earn for sustainable communities. The ability to leverage collaborative capacity** to enhance both the social and economic value of a community. Never in human history has the potential for meeting everyone's needs and creating sustainable rural communities ever been greater, but the vision and commitment for purposeful sharing must be present in order to realize the potential.

"We're limited only by our imaginations."

Albert Einstein

Four Essential Internet Readiness Skills



Level One:

Searching and Browsing Skills

(The Power of a Self-Directed Learner)

CONTEXT: It is fast becoming an essential skill to be able to find information upon a topic, reliably, competently, and at a moment's notice. Never before in human history have learners had the fingertip access to the global knowledge that they have today. Powerful software packages on the Internet generally referred to as search engines can search millions of resources for very specific information in seconds and are very easy to learn and use.

Minutes spent learning search engines will save hours, even weeks, of time. Learning effective techniques for use of search engines is one of the most important skills we can learn.

All software today includes thorough help guides, and since software keeps changing and improving, the skill of being able to teach oneself new software on an ongoing basis using these help guides is fundamentally important. One can observe youth being very aware of the usefulness of these help guides while many adults are often unaware of even their existence.

"Knowledge is of two kinds: we know a subject ourselves, or we know where to find information upon it."

--Samuel Johnson 1709-1784

Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Learn to Find What You Need From Anywhere, Anytime**
- **Learn to Create Web Tours to Benefit Your Community**
- **Learn to Become a Self-Directed Internet Learner**

Suggested Hands-on Learning Opportunities

1. **Email to your class listserv at least three quality searching tip/tricks**, not included in your handbook or this lesson, that you have learned using the help buttons of search engines of your own choice. Include a short web tour with at least six web addresses on a particular topic of interest and share it on the class listserv as a text message or a web address - if you know how to post pages on the web. If you don't know how to post web pages, you'll learn how in the next lesson. Please don't send file attachments to the listserv.
2. **Send your instructor a one-page write-up** verifying you've reviewed all presented resources in this lesson. Verify you've mastered all skills referenced in both the Browsing and Searching Checklists presented in this lesson.

The Vision

Searching skills are essential to Ecommerce - because to keep your knowledge current you must have highly developed self-directed Internet learning skills. You'll need to monitor your competition and be alert to emerging new Ecommerce success models. By learning a few simple tricks you can quickly learn to retrieve highly specific information from the world's knowledge base. Your competition has all this at their fingertips, too. Your competitive edge depends on how well you learn to take advantage of this profound capability.

Searching and Browsing Basics

A. Master Web-Browsing and Cut-and-Paste Essential Skills

Select the "**Checklist Activity: Web-Browsing and Cut-and-Paste Basics**" <http://lone-eagles.com/browse.htm> from the online Internet Guide's table of contents, <http://lone-eagles.com/guide.htm> and verify your mastery of each task on the checklist. This checklist is not browser specific. Please feel free to ask questions of your mentor.

Cut-and-Paste Skills: Make sure you can use cut and paste to move text and web addresses from any web page to any word processor. PC users: Select the Windows help button from the Start Menu, click on "Index" which is the help search engine, and type "cut-and-paste" (without the quotes). Mac users: do the same using the Mac help system.

Note: To use cut-and-paste you'd first open the wordprocessor of your choice, and then you will need to jump between your browser and the wordprocessor using the Windows taskbar or the Macintosh "finder" each time you move a URL or block of text. If you don't know how to jump between two open applications, consult your Windows or Macintosh help menu on "Using or Running Programs." (Ask questions if you need help, it is easy!)

B. Master Searching Skills

Select the "**Checklist Activity: Internet Searching Basics**" <http://lone-eagles.com/search.htm> from the online Internet Guide's table of contents <http://lone-eagles.com/guide.htm> and verify your mastery of each task on the checklist.

Review carefully the activity handout - Tips on Searching the Internet <http://lone-eagles.com/search3.htm> - a portion of which is listed below, on the basics of using AND, OR and NOT with keywords, and then expand your knowledge of searching tricks (syntax) by exploring the help buttons on your choice of search engine. (Altavista is recommended: <http://altavista.digital.com>)

Searching Basics: The more keywords you use, using AND, OR, and NOT, ideally the fewer, more specific resources will be retrieved. Using AND provides fewer resources (Memory Tag: "AND is CANNED.") Using OR provides more resources (Memory Tag: "OR is MORE.")

Putting quotes around a specific phrase will return only websites containing that specific phrase. Ex: "ecommerce curriculum" or "virtual incubators"

Truncation characters such as * or ? will allow for flexibility with words that may have multiple suffixes: EX: email AND tutorial* will find sites with the words

tutorial and tutorials. Edu* will return sites with educators, educational, education, etc.

Search engines are NOT created equal; while often similar, they search different information using different syntax and you're advised to refer to the help tips on the search engine of your choice to learn how to use it most effectively.

C. Explore Extensive Resources on Searching Skills

Go to Search Engine Watch <http://www.searchenginewatch.com> and review the resources with emphasis on :

First Select: Web Searching Tips, then Search Engine Tutorials, then Explore: From the main page select Search Engine Listings and explore.

Noodle around at <http://google.com>, <http://aj.com>, and <http://dogpile.com> - just to see what you can learn from these very popular searching sites.

TIP: Making mistakes is an excellent way to learn computers and Internet. Be Bold! Have Fun!

D. Review Topical Web Tours

Fifteen Topical Web Tours <http://lone-eagles.com/webtours.htm>

E. Create Your Own Web Tours

Learn to Create Your Own Web Tours <http://lone-eagles.com/owntours.htm> Posting free quality web tours advertises your expertise while benefiting others. Build your reputation as an able Internet searcher by saving your community the time and effort to find highest value resources. Your annotations for each resource will prove to be the most important part of your web tours. Be succinct when pointing out the best sections to review for each presented resource.

F. Find Free Online Tutorials, Lessons, and Courses on Nearly Any Topic

To find tutorials on email, search for email AND tutorial* The * is a truncation character which means items will be retrieved which have anything that begins with the core prefix before the * For example: tutorial and tutorials, etc. Substitute any word for email and you'll be surprised on what you'll find. Try substituting the words lesson and/or course for the word tutorial. **Experiment with logical variations.**

To look for genealogy tutorials. Try this - genealogy AND tutorial*
Try again substituting tutorial* with class*, then course*, then lesson* Learning advanced searching allows you to do all of these at once -

Try genealogy AND (lesson* OR tutorial* OR course* OR class*)

Checklist Activity: Internet Searching Basics

You might like to use the searching tutorials given at the end of this activity page, and/or those listed in the enclosed resources. Select from the search tutorials section of <http://www.searchenginewatch.com>.

____ I CAN USE MY BROWSER'S SEARCH BUTTON

Click on the SEARCH or Netsearch button at the top of your browser. Review the entire web page noting multiple search engines are listed in addition to the one which presents a white bar for entering your keywords related to your search topic.

____ I CAN GO TO SPECIFIC SEARCH ENGINES

In the white bar of your browser, (not the bar of any search engine,) enter <http://www.altavista.digital.com> and press Enter or Return. You should see Altavista's search engine appear on the screen. Don't be fooled by advertising banners with white bars attempting to mimic search engines.

____ I CAN SEARCH USING SINGLE KEYWORDS

In the Altavista white bar near the middle of your screen enter a single word on a topic of interest to you, such as "dinosaurs" and either click the "Search" button to the right of, or below the white bar, or just press "Enter/Return" key. Within a few seconds the results of your search will appear, but you may not see them until you scroll down past the top portion of the page.

____ I CAN SEARCH USING MULTIPLE KEYWORDS

Click the BACK button to return to your original search screen. Change your search to "dinosaurs AND birds" and search again. Notice the number of pages retrieved is less. The more key words you use, the more specific resources you'll retrieve. On the other hand, using 'dinosaurs OR birds' will retrieve many MORE pages than using dinosaurs alone. (Memory trick: "OR IS MORE.")

I KNOW WHERE TO FIND TIPS ON EFFECTIVE SEARCH METHODS

Examine the main search engine screen for buttons labeled "HELP" "TIPS" or "Advanced Search" and you'll find short, helpful suggestions on how to conduct more targeted searches. Tutorials on searching are available at <http://www.searchenginewatch.com> (Select Web Searching Tips!)

I UNDERSTAND THE DIFFERENCE BETWEEN SEARCH DIRECTORIES AND SEARCH ENGINES

Read about the differences at:
<http://school.discovery.com/schrockguide/mystery/mystery1.html>

I CAN TRANSLATE ANY ENGLISH LANGUAGE WEB PAGE INTO FIVE DIFFERENT LANGUAGES

Go to <http://babelfish.altavista.digital.com> and enter a web address for the web page to be translated into the white box. Select the language desired. Click on the help button for more tips. NOTE: Any search performed at <http://altavista.digital.com> will have a translate hotlink at the end of each retrieved resource which will produce the same translation box as above.

For more language translation resources search for "**language translation**" as many new resources are appearing regularly!!! Many translation sites are listed in the Foreign Language Web Tour listed at <http://lone-eagles.com/webtours.htm>.

Great Searching Tutorials

- **Search Engine Watch**
<http://www.searchenginewatch.com>
The best source for learning about searching. Select Web Searching Tips.
- **Understanding and Comparing Web Search Tools**
<http://www.hamline.edu/library/bush/handouts/comparisons.html>
A nice collection of articles and guides for beginners.
- **The Difference Between Search Engines and Search Directories**
<http://school.discovery.com/schrockguide/mystery/mystery1.html>
Here's something you need to learn.

Great Search Engines to Explore

- **Ask Jeeves**
www.askjeeves.com
Just type in a question and it does the rest.
- **Dogpile.com**
www.dogpile.com
A strong favorite of educators, searches many search engines at once.
- **Metacrawler**
www.metacrawler.com
Searches many at once, one of the first meta-search engines.
- **Northernlight.com**
www.northernlight.com
Unique organizing features to simplify your searching.
- **Google.com**
www.google.com
This search engine is fast, free of ads, and lists the most popular hits at the top.
- **AltaVista**
<http://www.altavista.digital.com> For TRANSLATION TO/FROM FIVE LANGUAGES click on the translate button found at the end of each retrieved resources or SEE: <http://babelfish.altavista.digital.com> and select the help button for easy instructions!
- **Beaucoup.com**
<http://beaucoup.com>
2,200+ search engines to choose from.

Checklist Activity: Web-Browsing and "Cut-and-Paste" Basics

The following browser basics are common to all browsers. Refer to the "HELP" buttons on your particular browser, or someone (perhaps a student) who is familiar with your browser. You may wish to utilize some of the tutorials on browsing listed in this handbook's hands-on resources.

I CAN CONNECT TO ANY WEB ADDRESS

(Enter a web address to connect to a web site.)

Click on the long white bar nearest the top of the screen. If existing text in this bar becomes highlighted just type the web address for the site you want to visit and press the Enter or Return key. Otherwise, click on the white bar and notice the black vertical line (cursor) and delete the existing address, replacing it with the one you want. Press the return or enter key to connect to that web site. Most browsers have a little picture that spins or has comets flying, indicating you're connecting to a web site. If this movement stops, repeat the above and be careful not to give the computer more commands than it can handle at one time.

Anything you point to which changes the arrow cursor to a little hand with a pointing finger is called a hyperlink. Click to connect to the resource the hyperlink represents.

I CAN GO BACK TO PREVIOUS PAGE

Click on the BACK button at the upper left of the screen to return to last page viewed.

GO BACK TO VIEW WHERE YOU'VE BEEN

Point to the word "GO" at the top of the screen and hold down the left mouse button, (for Macs use the single button,) and drag down to the web location to which you'd like to return.

I CAN SCROLL BOTH VERTICALLY AND HORIZONTALLY

Point to the vertical bar to the right of the web page and click on the little black vertical arrow at the top which points up, and then on the arrow at the bottom of the scroll bar which points down. The horizontal scroll bar at the bottom works the same way. If you click on the web page, you can also use the keyboard arrow keys.

I CAN PRINT ANY WEB PAGE

To print any web page click on the print button at the top of the screen or select the Print option from the "File" pull-down menu.

I CAN GET TO THE ONLINE HELP RESOURCES AND TUTORIALS

Click on the HELP button and experiment with both the Index and Contents options. Type "browsing" in the white bar of the Index option to see how easily it provides you with tips. Scan down the "Contents" listing to appreciate all the options available.

I CAN USE CUT AND PASTE WITH TEXT

Open a new document with any word-processing program and return to the browser. Hold the left or single mouse button down and drag it across text from any web page until the text is highlighted. From the "Edit" pull-down menu at the top of the screen select "COPY" (while the text is still highlighted.) Return to your word-processing document and select from the "Edit" menu the "PASTE" option. Repeat the process until you are comfortable with the steps.

I CAN SAVE ANY IMAGE OR WEB PAGE

Point to any image, or animation, on any web page and:

FOR PC'S: Hold down the RIGHT button, a menu will appear, select "Save Image As," and save this image wherever you like. You can then use the "Insert Image" of your word-processing or graphics programs to use the image with your own files. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

FOR MAC'S: Hold down the single mouse button, a menu will appear, select "Save Image As," and save the image. Note you can "Copy this image" which allows you to "PASTE" it in any document. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

Master Web Browsing

Learn the basics for using a web browser to access, print, and save web pages, using the Checklist Activity on the next page or by exploring the tutorials below.

- **From the Cyber Playground**
<http://www.edu-cyberpg.com>
they offer a great browsing tutorial at
http://www.edu-cyberpg.com/Read_This_First.html
A great example of easy step-by-step instruction.
- **WebTeacher Tutorials:**
<http://www.webteacher.org/>
A very complete collection of short tutorials.
- **Learn-the-Net tutorials**
<http://www.learnthenet.com>
A complementary second collection of great, short tutorials.
- **Polaris Internet Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
To be sure you find what you need, here's one last collection.

Creating Your Own Web Tours

It is easy to create your own web tours on any topic using search engines. Here's how. Since most word processors allow you to save any page as a web page, you just need to type in a list of web addresses and save the list "as html" to create a web page!

You'd first go to a good search engine like <http://askjeeves.com> and would enter the words for whatever you're seeking like "Native American." If you include the quotes, it will retrieve only web sites with the exact phrase "Native American." Without the quotes, all pages with the word "Native" and all pages with the word "American," will also be retrieved, which is not what you want. The more specific the phrases you put in quotes, the more specific your results will be! If you add "AND storytelling" you'll get Native American storytelling resources, and if you add "AND coyote" you'll get a listing of coyote stories! Try it!

Let's say you want to create a listing of tutorials on learning search engines. You can enter "search engine AND tutorial*" as your search phrase to get a listing of only search engine tutorials. The * at the end of the word "tutorial" means it will retrieve pages with any letters attached to the word "tutorial," such as "tutorials." Many similar, and easy, ways of making your searches more specific are found by clicking on the HELP buttons present in all search engines. Take a few minutes to learn them by experimenting, and you'll save hours of time! Use this method to find tutorials on anything you want to learn. Be sure to try this!

One Big Secret for Saving Lots of Time!

Once you find a site that matches the topic of your search, one of the first things to check out is the listing of "other links". You'll find that the better sites list dozens of similar sites, which will save you lots of time by allowing you to collect these listings rather than wasting time attempting to collect individual links.

Use "cut-and-paste" to copy the web addresses of these listings quickly to your own documents or web pages. Sites that collect the best links on a specific topic are often called "portals." If you create a list of topic-specific portal sites, you'll save yourself and others great amounts of time finding the best of the best. Many portal sites keep their listings current, so you won't have to! You'll find that the best portal sites are usually the most frequently listed sites in most listings of "other links."

At <http://www.tramline.com> you can fill in the blanks to create your own web tour which will be instantly posted on the web for you!

Develop your self-directed learning skills by exploring the following resources.

Quick Web Tours

Spend just three minutes at each site to appreciate the volume and quality of what's available, and then return to your favorite sites later for more in-depth exploration. Here are 30-minute mini-tours of the best resources on key topics. The most exceptional links will be nearer the top of the listing. You'll find these Web Tours at <http://lone-eagles.com/webtours.htm>

- **Must-See Fun Web Tour**
<http://lone-eagles.com/webtour1.htm>
- **Personal and Family Health Care Web Tour**
<http://lone-eagles.com/webtour2.htm>
- **Parenting and Child Safety Web Tour**
<http://lone-eagles.com/webtour3.htm>
- **Kid's Web Tour**
<http://lone-eagles.com/webtour4.htm>
- **Student Research Tools Web Tour**
<http://lone-eagles.com/webtour5.htm>
- **Preschool and Primary Web Tour**
<http://lone-eagles.com/webtour6.htm>
- **Self-Directed Learning and Adult Literacy Web Tour**
<http://lone-eagles.com/webtour7.htm>
- **General Educational Web Tour**
<http://lone-eagles.com/webtour8.htm>

K-100 Topical Web Tours

- **Math Web Tour**
<http://lone-eagles.com/webtour9.htm>
- **Science Web Tour**
<http://lone-eagles.com/webtour10.htm>
- **English Web Tour**
<http://lone-eagles.com/webtour11.htm>
- **Arts Web Tour**
<http://lone-eagles.com/webtour12.htm>

- **Foreign Language Web Tour**
<http://lone-eagles.com/webtour13.htm>
- **Social Studies Web Tour**
<http://lone-eagles.com/webtour14.htm>
- **Internet History Web Tour**
<http://lone-eagles.com/webtour15.htm>
- **Special Education Web Tour**
<http://lone-eagles.com/virginia.htm>
- **Character Education Web Tour**
<http://lone-eagles.com/chared.htm>
- **K-100 BEST Curriculum Resources**
<http://lone-eagles.com/curric.htm>

Self-Directed Learning Resources

<http://lone-eagles.com/webtour7.htm>

- **Elearners.com**
<http://elearners.com>
Extensive links to hundreds of free tutorials and courses.
Elearners Directory of online courses <http://elearners.com/gna/courses.htm>
- **Thirddage**
<http://www.thirddage.com>
Specifically for seniors, formerly known as Seniornet, offers free online courses. Wonderful resources!
- **Learn2**
<http://learn2.com> Free and commercial learning resources for everyday life as well as business elearning solutions.
- **Cyber Playground's Literacy Resources**
http://www.edu-cyberpg.com/Literacy/Home_Literacy.html
Exceptional quality with a touch of humor. Play to learn.
- **Ehow.com**
<http://www.ehow.com>
Topical directory for how-to information, a classic resource for finding car insurance, real estate, and much more.
- **How Stuff Works**
<http://www.howstuffworks.com>
Another topical directory for how-to information.

- **Free-Ed.Net**
<http://www.free-ed.net/catalog>
Dozens of free courses.
- **Beginner's Technical Tutorials**
<http://www.beginners.co.uk>
A large selection of free online tutorials and 300 fee-based online courses.
- **Help2Go.com**
<http://Help2Go.com>
Free computer advice and tutorials.
- **FreeTutorials.com**
<http://freetutorials.com> Free tutorials in seven major categories.
- **ZDNet.com**
<http://zdnet.com>
Shopping, investments, topical resources with general technical orientation.
Here's their links to How-To and Expert help resources.
<http://www.zdnet.com/zdhelp>
- **Expertcity**
<http://expertcity.com>
A human behind every click, browse experts by topic.
- **Rhode Island Literacy Resources**
http://www.brown.edu/Departments/Sweaver_Center/Literacy_Resources
Click on "Links/Resources" for an exceptional listing of literacy resources.
- **Adult Literacy Resource Institute**
<http://www.alri.org/integratech.html>
Extensive resource listings from David J. Rosen, Director of the Adult Literacy Resource Institute in Greater Boston.
- **Western/Pacific Literacy Network LINC**
<http://literacynet.org/lincs>
This adult literacy resource site provides an interactive structure for communication, educational materials, and sharing of literacy information.
- **Literacy Link**
<http://www.pbs.org/literacy> A major resource from the folks at PBS.
- **The National Adult Literacy Database Inc. (NALD)** from Canada
<http://www.nald.ca> An intriguing database "borrowed" from the north.

- **DIAL: Distance Instruction for Adult Learners**
<http://dialnsa.edu>
The New School's Distance Instruction for Adult Learners (DIAL) program.
- **Federal Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
Funding for Community Technology Centers
- **Workers.gov**
<http://www.workers.gov>
Extensives resources for the transition from welfare to work.
- **Listservs of Interest for Adult Education Practitioners**
<http://www.philaliteracy.org/initiatives/listserv.html>

For more on online learning sources see the listing at the end of the Mentoring Resources <http://lone-eagles.com/mentor.htm>.

Free Learning and Other Freebies Web Tour

<http://lone-eagles.com/freebies.htm>

- **Free Educational Resources**
<http://www.all-4-free.com/educational.html>
- **Free-Ed.Net**
<http://Free-Ed.Net/catalog.htm>
Dozens of free courses.
- **Freeskills.com**
<http://Freeskills.com>
A large selection of free online technical training courses
- **FreeTutorials.com**
<http://freetutorials.com>
Free tutorials in seven major categories from applications to web skills.
- **Freeshop.com**
<http://www.freeshop.com>
An amazing offering of free web tools and freebies of all kinds.
- **The Free Site**
<http://thefreesite.com>
Yahoo-style directory of freebies with listserv for updates.
- **Want Free** <http://wantfree.com>
6,200 links to freebies.
- **A listing of 15 additional freebie sites**
http://www.thefreesite.com/Other_Freebie_Sites

Quickstart Web-Browsing Awareness Activities

Regardless of your current skill level with the Internet, you're likely to find the enclosed self-directed hands-on activities helpful.

- ACTIVITY:** Use the **Browsing Basics Checklist** to master web browsing <http://lone-eagles.com/browsing.htm>.
- ACTIVITY:** Explore "**Gearing Up With Free Web Tools!**" <http://lone-eagles.com/curr tour.htm> and get your own free email account if you don't already have one!
- ACTIVITY:** Explore the enclosed hands-on "**Quick Web Tours**" <http://lone-eagles.com/webtours.htm> which interest you most, to get a taste of the best of the best!
- ACTIVITY:** Use the following **Searching Basics Checklist** to master Internet searching skills! <http://lone-eagles.com/search.htm>
- ACTIVITY:** **Practice translating Web** pages into different languages to see how easy it is! Details are in the Searching Basics Checklist! <http://lone-eagles.com/search.htm>
- ACTIVITY:** **Review the Teachers' Tools Web Tour** <http://lone-eagles.com/teacherstools.htm>
- ACTIVITY:** **Review the web-based curriculum** created by educators during the online course "Making the Best Use of Internet for K12 Instruction" <http://lone-eagles.com/teachercreated.htm>

Level Two:

Creating Your Own Web Pages

(The Power of Self-Publishing Globally)

CONTEXT: Never before in history has it been possible for any individual, group, or community to self-publish worldwide on par with the world's greatest governments, universities, and corporations. The ease of authoring web pages and the increasing variety of multimedia capabilities create the opportunity for anyone, of any age, to make a worldwide impact through sharing their accumulated knowledge.

By following simple instructions and literally filling in the blanks, many web sites let you create and post your own personal web pages, online courses, online businesses, and much more.

You should be aware that the number of free web-authoring sites is increasing, with innovative new capabilities that make it easier and easier for you to create more and more powerful web sites with less and less time and effort. The activities presented below begin with very easy first experiences, create fun web pages, and offer you opportunities to build your skills, one step at a time.

Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Learn How to Create Web Pages Using WYSIWG web editors (easiest)**
- **Review a Few of the Best Tutorials for Web Authoring**
- **Review Extensive Web Authoring Resources**

Suggested Hands-on Learning Opportunities

1. **Go to <http://www.bluemountain.com> and design and send a musical animated greeting card** to yourself via email. This demonstrates how easy multimedia self-publishing can be. (Optional if you've done this before.)
2. **Create a resume web page** using Netscape Composer (or other web authoring software on your computer) with text, graphics, and animations you've either created or saved from the web, and hyperlinks to at least six quality resources of your choice. Use an image as background. Note that there is a tutorial in the Help menu for Netscape Communicator/Composer with step-by-step instructions. In your handbook is a shortened version of this tutorial "Creating a Web Page with Netscape Communicator" <http://lone-eagles.com/netscape.htm>.
3. **Email Your Instructor** verifying you can post a web page with text, images, and hyperlinks. Send a web address with a simple first web page with a simple biography and listing of your current computer, Internet, and mentoring skills and experience. Or, send your web page as a file attachment via email - to the instructor, but not to the class listserv. Include an evaluation of how this lesson went for you.

If you are having problems - don't panic. There are likely to be some little things you still need to learn which can be resolved by sitting down with someone locally, or patiently asking questions via email.

The Vision

Creating web pages can be very easy, particularly when using free online services. You will need to develop your hands-on understanding of how easy this can be and the various ways you can create a web page, particularly for Ecommerce. Self-publishing globally is a profoundly new capability and understanding thoroughly the many available features and the potential applications is essential to any Ecommerce effort.

Creating Your Own Web Pages

A. An Easy Way to Create Web Pages

The WYSIWG, (What You See Is What You Get,) method of web authoring is very much the same as using a word processor. What you create on the screen will be how the final web page will look. **Most modern wordprocessors allow you to save any document as a web page (Select File/Save As HTML.)**

If you don't already have web authoring software available, install Netscape Communicator and Netscape Composer on your computer. You might prefer to install Frontpage Express if you prefer to use Internet Explorer. (Optional if you already have a web authoring program.) Most modern word processors allow you to create web pages, too.

Netscape Communicator/Composer is recommended. Selecting the "New" and "Blank Page" options give you a clean slate upon which you can create your own web page using common desktop publishing and wordprocessing features. Selecting "Insert Graphic" and "Insert Link" options allow you to insert graphics, animations, and hyperlinks with great ease. **To view a web page with your browser that you've created on your computer, select "File/Open."**

TIP: Hyperlinks and animations won't function in Composer mode, but must be in Browser mode to work properly. It can be confusing jumping between Composer to edit, and the Browser to view, but with practice, this will become much easier.

Create a web page using Netscape Composer (or other web authoring software on your computer) with text, graphics, and animations you've either created or saved from the web, and hyperlinks to at least six quality resources of your choice. Use an image as background. Note that there is a tutorial in the Help menu for Netscape Communicator/Composer with step-by-step instructions (select "content"). In your handbook is a shortened version of this tutorial "Creating a Web Page with Netscape Communicator" <http://lone-eagles.com/netscape.htm>

Another easy step-by-step tutorial for Netscape composer can be found at http://www.uncwow.org/classes/web_page_authoring/section_2a.php

B. The Most Flexible Method of Creating Web Pages (Optional HTML Coding Method)

HTML (Hyper Text Markup Language) is a method of creating web pages which requires only a wordprocessor. While the actual code of a web page can look scary, it is amazingly easy to learn.

You are welcome to skip this activity for the moment, but be aware you might find the need for light HTML editing in the future.

Using your browser with a web page loaded, select "View" and then "page source" or "document source" to see the HTML code which all browsers interpret to display web pages. Most people who learn the HTML method of creating web pages strongly prefer it because they have total control over the creative design process for web authoring. Those who use WYSIWG web authoring programs typically need to make changes in the HTML code when their program won't allow them to make changes they desire. **It can be very important to understand how to make minor HTML pages, but extensive HTML knowledge is generally not necessary.** See **Required Assignment #2** above for details on your short HTML assignment for this lesson.

To view a web page with your browser that you've created using HTML, select "File/Open" from your browser menu. Your browser can only view files with web page or image filename extensions such as .htm .html .jpg .gif etc.

Create a simple web page using the HTML activity "Creating a Resources Page using HTML" in your handbook using any wordprocessor and any web browser <http://lone-eagles.com/html.htm>. Take a serious look at a few of the great, easy, "HTML Tutorials" listed at <http://lone-eagles.com/webdev.htm>.

C. Without a Doubt, the Easiest Way to Create a Web Page

Use one of the many free services that allow you to simply fill in the blanks with your information and it automatically posts your web page for you. For greatest flexibility, however, you'll want to know how to create your own web pages independently.

Take a thorough look at some of the many great web authoring resource sites at <http://lone-eagles.com/curr tour.htm> and at <http://lone-eagles.com/webdev.htm>. Ecommerce free web sites are listed at <http://lone-eagles.com/entrelinks.htm>.

Review the tutorials for the Eight Multimedia Levels of Web-Based Instruction at <http://lone-eagles.com/media.htm>.

D. Posting Your Web Page(s) on the Internet

Typically, when you pay an Internet provider for an Internet account you receive an email address and space on their web server (which is connected to the Internet around the clock) for posting your own web pages anytime you like. Typically, once you get set up, you can update existing web pages or post new web pages very, very easily! Once you get properly set up, that is!

You will need to call your Internet provider and tell him or her what web authoring program(s) you have and ask how to get your web pages posted. There is information your provider must give you, such as where to send your web pages and the basic URL for your web pages. Have your provider talk you through the exact "set-up" steps or find someone who knows how to do this. With Netscape Composer, once you've entered in this location, you can post any web page you want by simply naming your web page and then clicking on the "Publish" button. Be persistent getting the help you're already paying for! **It is easy, once you're set up**

E. Starting Your Electronic Portfolio Resume

Begin a draft for your resume web page by listing your skills, software you've worked with, and other items. In Lesson 8 you'll tour many job-finding sites that offer free resume posting as well as tutorials on writing a quality resume. Monster.com is perhaps the best single site for a first review. You'll want to review many other resumes to gather ideas for how to make your resume as competitive as possible. Templates are commonly available, which allow you to save them and edit in your own information. Plan on building up your resume as you work through the lessons for this course.

Visit Mt. Edgecumbe HS and review their student electronic portfolios

<http://www.mehs.educ.state.ak.us> Note that the students have provided a tutorial and resources to help you create your own portfolios. (Click on Student Electronic Portfolios.) More at <http://www.electronicportfolios.com>.

F. Exploring Animation Libraries: Time for Fun

You've seen moving animations on web pages, but did you know you could easily save animations for use in your own web pages from copyright-free archives of thousands of animations!! **There are dozens of sites out there with thousands of web page images and clip art!** Other graphics and animations resources are listed at <http://lone-eagles.com/webdev.htm>. **You'll also find sites with web design suggestions**, and here's a new curriculum on web design for teens! <http://www.americaconnects.net/learn/learningdesign.pdf> Your students will love saving and inserting images and animations, as will you! It's easy!

Search for "animation AND directories" and explore the many animation directories! Search for 'clip art' and experiment with other search phrases related to web page images.

G. Conclusion

It is very important by the time you finish this lesson that you feel as comfortable creating simple web pages with text, images, and hyperlinks as you do using a word processor. These skills are fast becoming commonplace. It will be to your advantage to know how to post web pages at your own web site whenever necessary. This is very easy once you've had someone help you get set up, such as your Internet Service Provider.

Checklist

- _____ I know how to create a simple web page with text of any size, font, and color and save it to a dedicated folder on my computer.
- _____ I know how to include images, animations, and background images.
- _____ I know how to add hyperlinks to both external web pages and to the other web pages I've created.
- _____ I know that I should keep all images and associated web pages in the same folder on my computer when I'm first learning about web authoring.
- _____ I have learned how to post my web pages on my own web site, either through my own paid account with a local Internet Service Provider, or through one of the many free web-hosting services, easily and at any time.

Creating A Web Page Using Netscape Communicator

The following activity is written specifically for Netscape Communicator. Be sure to click on the Netscape HELP button and locate the "Composing and Editing Web Pages Tutorial."

1. **Start Netscape Communicator** and from the "File" pull-down menu select "NEW" and from the menu box that appears to the right select "Blank Page." A white blank web page will appear.
2. **ENTERING TEXT:** Enter "This is Your Name's Web Page." Highlight this text by holding down the mouse button and dragging the cursor across it. Change the size of this text by pointing to the black arrow to the right of the number 12 just above your text. Select the highest number available. Your text should appear much larger.
3. **CHANGE TEXT COLOR, FONT, AND STYLE:** Highlight your text again and from the "Format" pull-down menu select "Color." Click on a color you like. Your text should turn to that color once you've clicked off the text to remove the highlighting. From this same menu you can experiment with the Font and Style options for further changes in the appearance of the text.
4. **INSERT A HYPERLINK:** Position your cursor at the end of this line and press return twice to position the cursor below the text. Click on the "LINK" button which looks like a piece of chain located at the upper middle of the screen. Note pointing to a button and waiting 3 seconds will cause a label to appear revealing that button's function.

In the white bar at the top of the grey box that appears, enter "click here for the NBA" or any URL. This text will appear underlined in blue as a hyperlink. Next, click on the second white bar just below the top one and enter the web address this hyperlink should connect to "http://www.nba.com" Click on the "OK" button at the bottom of the screen.

5. **INSERT AN IMAGE:** If you've saved an image or have one you'd like to insert, click on the button that displays "Insert Image" when you point to it. It's white with three colored dots in it. Click on the "Browse" button to the upper right of the white bar and select the image you want. Click on the "OK" button at the bottom. Congrats on your first web page!

Easiest Web Page Authoring Resources

See the full listing at <http://lone-eagles.com/webdev.htm>

- **Listings of hundreds of free web page authoring sites**
<http://personalweb.about.com/internet/personalweb>
- **Homestead.com**
<http://homestead.com>
A great site for easily creating your own home page.
- **Yahoo's Geocities - Free Web Pages for any purpose!**
<http://geocities.yahoo.com/home>
Take the Geotour to see what's offered! You can return to edit your free web page, anytime. Tutorials available. Ad banners will appear on all free web pages.
- **Two Lycos Sites offering Free Web Pages**
<http://www.angelfire.com> <http://www.tripod.com>
- **Free Web-based Collaborative Tools - Mega-listing**
http://www.kmunity.net/Free_Tools/free_tools.html
Casey Hughes has done an outstanding job creating listings of free web site offers and free web tools related to schools, home-based businesses; free virtual offices, software, Ecommerce web sites and much more. While such links come and go, this is the best single listing yet found.

Advanced Web Authoring Resources

- **Bravenet.com**
<http://www.bravenet.com>
Top-rated free web tools for webmasters.
- **Broadcast.com**
<http://broadcast.com>
Excellent resources for web multimedia, from Yahoo.
- **CNET's Web Builder Site**
<http://www.cnet.com>
Lots of great web page building tools.
- **Freeshop.com**
<http://www.freeshop.com>
Select "computers and electronics" for many great free web-building resources! Many other freebies to explore.

Quickstart Web-Authoring Awareness Activities

ACTIVITY: Explore the easiest self-authoring feature on the web: **animated musical greeting cards** you can send via email: <http://www.bluemountain.com>

ACTIVITY: Use the following worksheets to **create web pages using both HTML and non-HTML methods.**

ACTIVITY: Explore the following web development resources for both beginning and advanced web authoring, also at <http://lone-eagles.com/webdev.htm>.

ACTIVITY: Explore the eight levels of web multimedia at <http://lone-eagles.com/media.htm>

ACTIVITY: Explore the curriculum authoring tools at <http://lone-eagles.com/currtrou.htm> and <http://lone-eagles.com/webdev.htm>

ACTIVITY: Explore the 5,000+ student-created web sites created for the International Thinkquest competition: <http://www.thinkquest.org/library>

ACTIVITY: Explore the 8 categories of K-12 student entries in the Cyberfair competition showcasing school and community synergies. <http://www.gsn.org>

ACTIVITY: Explore the Web Design Tutorial sites listed at the end of <http://lone-eagles.com/webdev.htm>

ACTIVITY: Learn to download a free software program and review the incredible free software resources at <http://www.tucows.com>

ACTIVITY: Create your own web page at <http://www.homestead.com> or <http://www.angelfire.com> to see how anyone can get a free trial web page created and posted on the web in minutes! Or choose from 700 similar sites at <http://personalweb.about.com/internet/personalweb>

ACTIVITY: Take five minutes to create your own free trial Ecommerce site at <http://www.homestead.com>

Gearing Up With Free Web Tools

<http://lone-eagles.com/currtour.htm>

First there was free email (www.hotmail.com,)

(All family members can have their own email account which can be accessed through any Internet connection. Dozens of similar sites now offer free email.)

then free animated musical greeting cards (www.bluemountain.com,)

(In only a couple minutes you can create a customized web page greeting card with animations and music. Then you can send the web address of your card via email to anyone you like! A fun way to create a first web page!)

then free (14 day free trial, then under \$5/month) web page hosting

(www.homestead.com) (Fill in the blanks to create your own web page, add your own digital photos, return anytime to make changes, give your own web address to anyone you like. Easy and free.)

then free private group conferencing (<http://groups.yahoo.com>)

(Web conferencing, photo and file sharing, and more, which you control for your own private groups.)

then free trials for online course authoring (www.ecollege.com)

(Anyone can teach anything to anyone, anywhere, anytime with the latest in online course authoring and course management tools.)

then free limited online business creation (www.bigstep.com,)

(Free business web pages. Free services for receiving credit card payments through your web page are available.)

and now we're hearing about PC's that come with Internet included for \$24.95/month (www.peoplepc.com.)

(Be sure you're in an area where local access to the Internet is available through this offer.)

What Next? Since many businesses have been successfully created by offering free services and selling advertising banners based on the number of people visiting their sites, you can expect to see more free sites with increasing levels of usefulness! These businesses will be competing to see who can bring you the most benefit with the least effort and time on your part. Because of the volatility of the Internet startup companies, you may see these services merge and disappear, as other new ones begin. **See the Free Learning and Freebies Web Tour at <http://lone-eagles.com/freebies.htm>.**

How will you and your community stay on top of the continuing wave of new, self-empowering free services? The real question is; **"How will we all learn to use the best free web tools to produce the most tangible benefits, on an ongoing basis? Free web tools are listed at <http://lone-eagles.com/webdev.htm>.**

Level Three:

Communicating and Working Together (The Power of Building Learning Communities Through Internet Collaboration)

CONTEXT: Communities can be defined as those people to which we give our time and talent. Communities are the sum of what we give to each other. There are givers and takers in all communities. Givers are those who give their precious time to build community and supportive relationships as a direct result of their actions. Sharing, with a balance of giving and taking, is a fundamental component of healthy communities.

"Communities of interest" can use the Internet to work closely together regardless of where the members live. The Internet brings new, convenient ways to contribute to others through mentoring, sharing, and teaching, all from the social safety of one's own home. There is no upward limit to how much help you can provide to others.

By posting resources to save others the time finding them, and posting self-directed learning opportunities to guide others to new skills and resources, potentially great numbers of people can benefit, all thanks to you.

There are over ten different collaborative tools on the Internet, with more being invented all the time. We are all challenged with learning how to make the best use of these collaborative tools for building learning communities.

Project-based learning (PBL) is an instructional model that relates directly to the use of collaborative tools for real-world problem-solving. A key trend in K-12 education is collaborative learning with a real-world problem-solving emphasis related to issues facing the local community.

Success in the information age will depend on an individual's character, values, and ability to work with others both face-to-face and when necessary using collaborative Internet tools.

The work model of the future is individuals working as "Lone Eagles" along with others on multiple short-term projects requiring highly developed group-work skills. Knowledge of which collaborative tools are best used for specific purposes is vitally important and can best be learned through direct hands-on experience. We all need to learn how to plan, implement, and evaluate projects that involve others and that depend upon the manipulation of digital information. **We need to learn how best to solve real world problems using the best tools at our fingertips.**

Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide.

- **Identify the Most Useful Email Features**
- **Learn About Listservs**
- **Identify the Ten Top Internet Collaborative Tools**
- **Learn Ways to Build Collaborative Capacity**

Suggested Hands-on Learning Opportunities

1. **Join one new listserv and cut-and-paste a sample message** from this listserv as part of a posting to our class listserv. Include information regarding at least two of the most interesting listservs which you discovered while exploring directories of listservs presented in this lesson. Include a brief description of where you found them and what they offer. Include your candid reaction to the potential utility of listservs along with an accounting of your current and past experiences with listservs.
2. **Send your instructor a one-page write-up** verifying you've reviewed all presented resources in this lesson. Include confirmation that you can use all email features listed in the section below "A. Email Skill Checklist" below and whether you need help learning any of these.

The Vision

Thoughtful use of the incredible efficiency of email, listservs, and other collaborative tools literally allows you the capability for "business at the speed of thought." Add to this the global reach, the convenience of 24 hour, seven-day-a-week delivery, the fact that it is free, and that your competition knows all of this. Now you're in a position to consider how you can leverage the power of email and other forms of Internet collaborations for your own diverse purposes.

Email, Listservs, and Collaboration

A. Identify the Most Useful Email Features

Email Skills Checklist

- **Free Private Email Accounts:** Never use someone else's email account when you can have your own private account. Consider keeping more than one email account if you'd like to keep various arenas of email interaction separate. If you give out your email address on web sites, expect to soon receive dozens of unwanted emails. You can buy CDROM's with 57 million email addresses gathered in this way. "Spam" is unwanted email sent to millions of people without their consent - wasting time and energy. **Let your spouse and kids get their own email accounts free at <http://hotmail.com> and <http://yahoo.com> .**
- **Nicknames:** Did you know most email programs have a nickname feature where you can make a list of email addresses, and give it a nickname, so whenever you want to send a note to the whole listing you just send one message to the nickname and everyone gets a copy? This is not the same as a listserv since they can't send a message to everyone unless they do the same thing you did.
- **Mailboxes:** Did you know most email programs allow you to save any message to one or more mailboxes for later reference? You can create new mailboxes at anytime and this is a great way of archiving and organizing the best resource messages from listservs, family, etc. I save all lesson submission messages for my classes, and archive the best resource messages from several listservs. I have two dozens different mailboxes that I save specific information in for easy retrieval at any time. I can sort the list at any time by name or date, which is very useful!
- **Signatures:** Did you know that your email has a signature feature which causes your email program to automatically attach text to the bottom of every message? This text, called a signature file, can include your contact information, such as your mailing address, work position, and even a line of philosophy or humor.

- **Attachments:** Did you know you can attach any kind of file to an email message? Trouble is, if the recipient of your message doesn't have the right software to view, say a powerpoint file, they will just be frustrated that you sent them a powerpoint file. Never post attachments to listservs for this very reason, and always confirm what software is at the other end before you 'gift' folks with your attachments. Whether Mac or PC, you can tell your computer what software to use to open up a specific file type. Search your HELP features for "file type" to learn how to set this up. Then, when you double click on an attachment, it opens right up into the proper software program. Handy!
- **HTML Messaging:** Did you know many of the newer email programs allow you to send messages in HTML format that will also display web page attachments automatically? You can use stationary templates and send visually exciting multimedia messages, BUT did you know that when you send an HTML message to someone without this software your message looks like garbage? Stick with standard messaging unless you've checked to see that they have compatible email software on the receiving end.
- **What Help Button?** Did you know your email program has a help button that explains the above features, and more, in detail. Oh! THAT help button! All software has detailed step-by-step instructions, and often easy tutorials - hidden under the help button. Explore the index and contents features until you understand how HELP works. Yes, there's a HELP section on using the HELP button, too. Guess where?

B. Learning About Listservs

Begin by Reading "Workplace to Workspace - Using Email Lists to work together online" <http://www.idrc.ca/books/848.html> (Buy the book and support the generous author!) It is short, and easy to read.

Then explore the following listserv tutorials for beginners and the listserv resources at <http://www.liszt.com> Be sure to read their listserv tutorial for beginners at <http://www.liszt.com/intro.html> . Another easy introduction to listservs is at <http://www.topica.com> Select the Tour. Or, search for "listserv directories."

Additional Listserv Tutorials:

Reach for the Sky - Beginner's Introduction to Listservs
<http://www.learner.org/courses/rfts/b4web.htm>

If you search for **listservs AND tutorial*** you'll find long listings of tutorials for listservs. Try this with any other topic and you'll get similar long listings. Here's a couple more listserv tutorials found in this manner:

www.whc.net/whc/support/maillist.htm www.sagrelto.com/tutorial/

C. Ten Internet Collaborative Tools

Select "The Ten Collaborative Tools of the Internet"

<http://lone-eagles.com/collab.htm> from the online Internet Guide's table of contents <http://lone-eagles.com/guide.htm> and review the links under Email and Listservs, spending time reading about Netiquette and listserv basics! Read the "Mailing Lists Handout" <http://lone-eagles.com/mailling.htm> and note the suggestions for listservs to try out.

Some listservs may have been discontinued so you may have to try subscribing to several before you're successful.

D. Educational Online Collaboration

Read the article on the Ten Collaborative Tools for an overview of the possibilities for K-12 use; <http://lone-eagles.com/articles/tencollab.htm>.

Review the tutorials and links for the other Ten Collaborative Internet Tools within the time constraints of this lesson, noting those listed web sites that offer you the ability to create free listservs, free newsgroups, and free web forums. Note that keywords are given for each for the ten collaborative tools which will give you a rich listing of additional tutorials on each of the ten collaborative tools.

We all find the range of collaborative tools overwhelming! Take a break when you feel overwhelmed, and know that you can always return to this outline of tutorials whenever you're ready to learn more. Email and Listservs are by far the most common, so focus on those for now. Web conferencing is the next most important area, with desktop video conferencing becoming more popular all the time, too. How we use collaborative tools in our lives will ultimately be a far more human issue than a technical issue. Online social and writing skills will be very important for our future success!

TIP: You'll find the current trend is online offerings of an increasingly wide variety of free collaborative tools that are easy to use! Explore the many free, private, collaborative services listed at <http://lone-eagles.com/currtour.htm> and <http://lone-eagles.com/webdev.htm>.

E. Help on Internet Spam, Scams, Hoaxes, and Viruses

Scams are email messages and web sites with insincere intents. Learn more at Scambusters.org <http://scambusters.org>.

Hoaxes are often emailed warnings based on rumors that are untrue. Learn more at Current Health-Related Hoaxes and Rumors http://www.cdc.gov/hoax_rumors.htm Hoaxbusters <http://hoaxbusters.ciac.org/>.

Spam is unwanted email, often associated with Scams. Learn more at Spamcon Foundation <http://www.spamcon.org>.

Viruses are often sent hidden in unwanted email and can wipe out your hard drive, or worse! Find out how computer viruses and worms work by logging onto <http://www.howstuffworks.com/virus.htm>.

You should have a virus protection program running on your computer. You should know to never open an attachment from someone you don't know. Some viruses will automatically send messages to every email address on a person's computer without their knowledge, so even opening an attachment from someone you DO know might contain a virus. Learn more at

Free Virus Software and Related Information <http://www.mcafee.com>.

Hate sites on the Internet

<http://www.bcpl.net/~rfrankli/hate.htm>.

More offensive than any of the above.

NOTE: If you can think of an important topic that should be raised in this lesson, please post it to the class listserv!

The Ten Top Internet Collaborative Tools

See the full listing at <http://lone-eagles.com/collab.htm>

The first two below, email and listservs, are by far the most commonly used, but the remaining options have unique benefits for education and are enjoying increased use as more teachers understand what they offer! An article on the application of these tools for K-12 instruction is available at <http://lone-eagles.com/tencollab.htm> and was published in the Dec/Jan. 2000 issue of Leading and Learning Magazine (<http://iste.org>).

NOTE: The terms used to describe online discussion groups vary widely and continue to change. Here's a single resource to review to appreciate the volume of free web-based collaborative tools available http://www.kmunity.net/Free_Tools/free_tools.html
Thanks to Casey Hughes for creating such an incredible listing! Note that search terms are given for each section below which will provide you with rich listings of additional tutorials and resources!

1. Email
2. Listservs
3. Newsgroups
4. BBSes
5. Web-Conferencing
6. Internet Relay Chat (IRC)/Instant Messaging (ICQ)
7. Muds/Moos
8. IPhone and Internet Radio
9. Desktop Video Conferencing
10. VRML Chat Systems

1. EMAIL - One-to-one private interaction

Tutorials:

Workplace to Workspace: Using Email Lists to Work Together Online

<http://www.idrc.ca/books/848.html> Read these short online essays about using email and listservs! (Buy the book and support the generous author!)

Electronic Collaboration: A Practical Guide for Educators

http://www.lab.brown.edu/public/ocsc/collaboration_guide

An outstanding resource from the U.S. Dept. of Education.

WebTeacher

<http://www.webteacher.org>

One of the best collections of Internet tutorials.

Reach for the Sky

<http://www.learner.org/courses/rfts/b3web.htm>

An online lesson about email basics.

Free Email accounts available at dozens of sites including:

<http://www.hotmail.com> and/or <http://www.juno.com>

Netiquette Guidelines:

Cybernetiquette for kids!

<http://disney.go.com/cybersafety> Educators' favorite.

Good Summary of Netiquette

<http://www.dtcc.edu/cs/rfc1855.html>

*For additional information search for netiquette or email+tutorial**

2. **LISTSERVS - one-to-many public interaction**

Workplace to Workspace; Using Email Lists to work together online

<http://www.idrc.ca/books/848.html>

Take a look at this whole book online about using email and listservs.

(Buy the book and support the generous author!)

Topica Groups

<http://www.topica.com>

Database of 84,000+ listservs plus tutorials for beginners. Create your own free listserv discussion group.

Yahoo Groups

<http://groups.yahoo.com>

Offers free listservs (called groups) and more

Netpals Free Listservs

<http://netpals.lsoft.com>

Free listservs with web-based archives.

<http://tile.net/lists> Another database of listservs.

Reach for the Sky

<http://www.learner.org/courses/rfts/b4web.htm>

*For additional information search for listservs+tutorial**

Listservs, also known as Mailing Lists

Although not all mailing lists are the same, they are similar enough to consider one set of instructions for joining them.

-
- A. From the databases of thousands of mailing lists below, select one that you would like to join.

<http://alabanza.com/kabacoff/Inter-Links/listserv.html>

<http://www.cln.org>

<http://www.topica.com> See also <http://groups.yahoo.com>

- B. After you have selected a list, find out the following two things about the list. One, the e-mail address of the mailing list, and two, the formal name of the mailing list
- C. Address an e-mail message to the electronic address of the mailing list. Leave the subject of the message blank or put some "x"s in it.
- D. In the body of the message, type:
Subscribe [listname] [your first name] [your last name]
If your name is Jane Doe, and you are subscribing to a mailing list called ElemTcher, then you would type:
Subscribe ElemTcher Jane Doe
- E. Send the message. After a moment (or perhaps longer) you will receive a message from the list manager computer. The message will welcome you to the list, describing the types of discussions that take place on the list, and how you should participate. This message will also describe how to unsubscribe from the list if you should decide to leave it. **Be sure you keep this information so you can unsubscribe when you want to!**

For more collaboration tools and resources see the Easiest Web Authoring Resources online at <http://lone-eagles.com/webdev.htm> and/or The Eight Levels of Web-Based Expression online at <http://lone-eagles.com/media.htm>

Quickstart Internet Collaboration Awareness Activities

ACTIVITY: Read the following essay on building individual and community collaborative capacity at <http://lone-eagles.com/capacity.htm>

ACTIVITY: Explore the tutorials for the ten top collaborative Internet tools, <http://lone-eagles.com/collab.htm>. Read the article on educational uses of the ten collaborative tools; <http://lone-eagles.com/articles/tencollab.htm>, noting that the first two, email and listservs, are the primary ones most people use.

ACTIVITY: Get connected with your peers; **Join a Listserv**; explore the discussion groups at: <http://www.liszt.com> **Note:** There are quality, easy-to-read, instructions at this site for those new to listservs, (also called mailing lists.)

ACTIVITY: Check out the following project-based learning tutorials which include guides for project-based learning activities and planning and implementing web projects! **Review the Project-based Learning Resources** <http://lone-eagles.com/pbl.htm>

ACTIVITY: Explore the K-12 project directories and programs at http://lone-eagles.com/projects_tour.htm to appreciate the quality and diversity of "ready-to-go" collaborative activities!

ACTIVITY: Go to the Global Schoolhouse - <http://www.gsh.org>. Select Professional Development, then select and read "**Harnessing the Power of the Web.**"

ACTIVITY: Explore the following cultural resources and innovations, and the online course resources, in consideration of what you might teach online!
<http://lone-eagles.com/multicultural.htm>
<http://lone-eagles.com/culture.htm>

Building Collaborative Capacity – A Web Tour

"Life" is life's own purpose, to grow, to aspire to a greater level of organization and understanding, empirically the same for a blade of grass or a human being.

Growing Capacity for New Ideas

When we're born, the cells in our brains have weak interconnections, but as we're stimulated through our senses by the world around us, the interconnections between individual brain cells are strengthened and create meaning as we learn to interact with the world around us. As we grow and gain more experience, we become capable of greater and more complex ideas and expand the variety of ways we can interact with the world around us.

As citizens within a community, we're like cells in a brain; as we exercise our ability to interact, share information, and create new ideas with those around us, we become progressively more capable to create even greater ideas.

Growing Individual and Community Collaborative Capacity

Assessing one's own individual collaborative capacity outside the use of technology might include a review of one's ability to create positive interactions with others, the ability to teach and motivate others, and the ability to coordinate purposeful action-oriented activities. Just how we might use the Internet to expand and empower our abilities to help and work with others is a combination of availability of the tools, the knowledge of how to apply them effectively, and an understanding of how to motivate others.

Using Internet search engines and existing self-directed Internet learning resources can allow an individual to learn anything at anytime. This capability has never existed before.

A community's collaborative capacity might be measured by the collective understanding of the processes by which members can work together effectively. A commonality of language, understanding, goals, and appropriate methods would all be factors to consider. If a community shares a clear understanding of what needs to happen, and exactly how to go about making it happen, the hardest part is over and everyone can get to work. An ideal situation would be for a community to learn together the most effective collaborative uses of the Internet collaborative tools and to put them to use without delay. Such is our joint challenge!

Today, many communities consist of members who have moved in from diverse cultures and locations, thus creating the need to establish a common ground of understanding before members can work together effectively to achieve common

goals. New skills must be learned to create the social information infrastructure with the intelligence to make good things happen on behalf of the community.

For additional ideas on building collaborative capacity, you're invited to read the articles on "**Building Learning Communities**" <http://lone-eagles.com/teled.htm>

Youth-Based Community Problem-Solving Models

Youth today are key change agents and technology leaders in most communities and cultures. An Internet search for "youth and entrepreneurship" will result in long listings of programs leveraging the skills of youth on behalf of their communities. Junior Achievement, www.ja.org, and 4-H programs, www.4-H.org, have been dramatically empowered by the informational and collaborative resources the Internet provides. Viable, home-based businesses are booming as a result of the Internet and web-based marketing.

Youth literally embody the future of their communities. Accordingly, they must be part of inventing the means by which they will be able to remain as contributing citizens in their communities.

Many K-12 classrooms are now learning these new skills through participating in project-based learning Internet activities. **Project-based Learning (PBL)** has emerged as a structured collaborative activity model to teach collaborative skills by creating action-oriented problem-solving group-learning activities. Many of these activities intentionally involve the community and community issues because the role of schools is to grow good citizens.

Three great resources on project-based learning (PBL) are available along with PBL models (Webquests, Thinkquest, and Cyberfair.)

Three of the most significant PBL models will be described briefly, followed by discussion on what an ideal project might look like incorporating the best of all three models.

Thinkquest

Thinkquest is one such PBL activity, where teams of three students, from 4th grade and up collaborate via the Internet to create instructional web pages to help other kids worldwide learn. Over 5,000 high quality web sites are posted for your review, along with downloadable software and tutorials with which you, too, can learn to create quality instructional web sites!

There are now over 5,000 quality instructional web sites created by students posted at the Thinkquest web site: <http://thinkquest.org/library/> Listed by subject area, this resource is exciting for teachers in that the resources are ready to use. Students are especially motivated when they learn the web sites are student-created. The Thinkquest main web page is <http://www.thinkquest.org>

Cyberfair

Cyberfair (go to <http://www.gsh.org> and select Collaborative projects, then Cyberfair,) is a project-based competition for students of all ages, sponsored by MCI and Cisco Systems, that offers a structured opportunity for students to create web pages showcasing school and community synergies among eight categories. Many Elementary school entries of extraordinary quality make the point that even very young students can participate. The students literally feel they are championing the cause of their cultures and develop great pride in their multimedia depictions of their local community and culture. It is strongly recommended that you review examples of each of the following categories in the winners listings!

- * **Local Leaders**
- * **Community Groups and Special Populations**
- * **Business and Community Organizations**
- * **Local Specialties**
- * **Local Attractions (Natural and Man-Made)**
- * **Historical Landmarks**
- * **Environmental Awareness**
- * **Local Music and Art Forms**

Webquests

A wonderful model for developing your own community project-based learning activities: <http://school.discovery.com/schrockguide/webquest/wqsl1.html>
Read about why teachers love WebQuests! Select the slide show!

In a typical webquest activity, students would use the Internet to access specific information on a defined topic, researching first as an individual, and then engaging with others in a defined small group activity to share their research results and integrate them with those of others. The activity ends with a group presentation and often creation of a web page with the research findings. Linking such activities to real world problems and issues makes this model extremely important and relevant as a necessary trend in education. Duration of a Webquest activity can be from 2-3 class periods up to several months.

The Official Webquest homepage, <http://edweb.sdsu.edu/webquest/webquest.html> offers teachers a highly customizable format for creating their own online projects. Online recertification courses for teachers are available during which they will create their own webquests and then post them on the Internet. Rich collections of teacher-created webquests are available via web pages created as a result of these previous classes, giving teachers a model for sharing their creative lesson plans with other teachers.

Example Webquests From Inservice Courses (Teacher-Created)

<http://edweb.sdsu.edu/webquest/matrix.html>

This site contains dozens of "ready-to-go" collaborative classroom activities for all ages listed by grade level and topic!

One unique feature is that in addition to extensive training materials and examples, template outlines are available allowing teachers to quickly author original webquests with minimal time and effort.

Teachers can use template web pages to easily design their own projects.

Tutorial on designing WebQuests

<http://edweb.sdsu.edu/webquest/materials.htm>

Extensive resources for easily creating web-based curriculum.

Teachers' WebQuest template

<http://edweb.sdsu.edu/webquest/LessonTemplate.html>

Just edit this template web page to create your own WebQuest in minutes!

Student templates are also available.

Envisioning the Ultimate Community Youth Project

The best elements of Thinkquest, Webquest, and Cyberfair suggest an emerging model for the future.

Consider taking Thinkquest's **CD-ROM model** of providing a robust and complete collection of software and tutorials on a CDROM focused on a motivating competition for youth to create quality instructional web sites and combining it with the **step-by-step training and template model** of Webquest. Then combine with these the **'real world problem-solving' community-based model** of Cyberfair and you have many powerful elements to generate content and instructional mentoring opportunities for your community. This community collaborative capacity-building competition model which can potentially engage a broad cross-section of local citizens in creating beneficial quality web-based content and instructional resources for all concerned.

Youth today represent the first generation to grow up with computers. Youth are the key change agents and technology leaders in most homes, communities, and cultures, worldwide. **"Culture Club"** is a concept paper which articulates a related methodology of involving youth and community members of all ages in creating mentoring opportunities and instructional resources tailored for local citizens.

<http://lone-eagles.com/cultureclub.htm>

A Community Internet Self-Empowerment Model

More and more communities are investing in the Internet at higher and higher speeds. Some clarifications are emerging regarding the real challenges in producing the desired outcomes for which the technology itself presents only the first step.

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately visualize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and/or innovative skilled collaborators by creating new social and economic value for their communities. The ultimate goal is an educated democracy with citizens producing a balance of local and global contributions, working together to fight information overload, accelerating change, and increasing uncertainty to create a safe, happy, sustainable community.

The goal is for everyone to be motivated and empowered at the highest levels possible. Community projects are needed which can demonstrate in concrete terms how to quick-start the highest levels of community benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities don't exist, we need to create them. The resultant storytelling will inspire others to construct their own vision and a real plan for the mobilization of their own community's collective will.

A short-term community project involving educators, students, citizens and local businesses is proposed with the goal being creation of a methodology for initiating ongoing public self-assessment for community Internet empowerment as well as producing local online content created by large numbers of local citizens. Many realistic student-driven community activities for students to initiate interaction with their community, to gather content for local web display, to raise community awareness about the genuine opportunities the Internet represents are detailed at **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>.

The following three main themes can be supported in many ways depending on the unique personalities of a particular community. In one community educators and students might be in a position to demonstrate leadership, in another economic developers might create a community learning initiative.

1. **Vision: Create appreciation for the power of a shared vision for specific community benefits** potentially realized by everyone working together toward the common goal of defining how the Internet can help empower the local community. **Articulate online an ideal vision for community Internet empowerment** for your community. List online local innovations and stories of current successes, and future possibilities to inspire all who see them.
2. **Sharing Resources: Create appreciation for the value of local web posting of carefully selected high value Internet resources** by multiple citizens for healthcare, Ecommerce, parents, women, youth, seniors, etc. **List replicable innovations and resources from other communities and Internet sources** as

models to inspire local creativity and validate the potential for your community.

3. **Peer Mentoring: Create appreciation for the role Internet can play linking citizens with each other** through creation of mentoring and knowledge sharing opportunities both online and offline. **List local mentors, and the topics of expertise they offer** and create social incentives of recognition for those who share their knowledge with others. Help enlist new mentors by showing them how to gather links to create topical web resources to share with the local community. Create opportunities for people to gather in person to see what others are doing with the Internet. Make the possibilities visible to all.

Level Four:

Learning-to-Earn for Sustainable Communities (The Power of Building Online Communities)

CONTEXT: This level of "**Citizenship and Enlightened Expectations**" presents the highest level of benefits, but is also the most difficult to understand, particularly without the direct hands-on experience of the previous levels.

Expectations increase with experience. As you gain experience using Internet collaborative tools, it soon becomes clear that there is incredible untapped potential for working together with others as a good citizen, both locally and globally.

We're seeing many organizations using the web for advocacy for their cause and for activism to take organized action toward specific goals. A course in **virtual activism** is found at <http://www.netaction.org/training> and a database of **activism websites** is found at <http://www.webactive.com>. It is a fact, that transnational activism, working with others online globally to advocate a cause, such as human rights, is dramatically on the rise!

Involvement in the process of identifying emerging needs, and meeting those needs with genuine value and services, can be taught through a project-based approach to real community issues and problems. Due to the Internet's increasing efficiency and popularization, new opportunities with a global significance and reach are being continually created. One only has to look at those who are successfully providing services and products via the Internet to see why home-based businesses are flourishing.

With the very nature of work changing, as youth grow up, they will need to identify new processes for identifying emerging work opportunities in their communities. The jobs they will likely perform in the future may not exist today.

We're already seeing many online businesses realizing the value of online collaboration and they are inventing new collaborative capabilities to enhance their web sites. Free Ecommerce web sites are now available to anyone! (Listed at <http://lone-eagles.com/webdev.htm> and <http://lone-eagles.com/entrelinks.htm>)

While the Internet itself can indeed be a window of unlimited opportunity, one must develop the capacity for envisioning that which is yet to come. These emerging trends are typically based on common sense application of the new capabilities to meet existing needs as the Internet evolves.

Lesson Goals

Keep the following general goals in mind as you work through hands-on exploration of the activities and resources presented in this lesson. A selection of the web resources referenced in this lesson is printed in the pages following the text of the lesson and elsewhere in this guide, particularly in Section Four.

- **Relate Mentoring Skills to Their Importance for Distance Learning**
- **Relate Mentoring Skills to Community Networking Opportunities**
- **Explore Mentoring, Ecommerce, and Community Networking Resources**

Suggested Hands-on Learning Opportunities

1. **Review the 'Mentoring Online' course at**
<http://www.learner.org/courses/rfts/> Select "Lessons."
Read the section on characteristics of adult learners.
2. **Review tips on moderating online discussions and related mentoring resources at**
<http://lone-eagles.com/curr4.htm>
3. **Send your instructor a one-page write-up** explaining three of your favorite resources and your thoughts about how you might use these resources.
4. **Optional but recommended. Create your own listserv and/or web conference** at one of the sites offering these free collaborative capabilities listed at <http://lone-eagles.com/webdev.htm> **Engage a small group in a purposeful online discussion and/or explore teaching specific skills.**

The Vision

Online collaborative tools make it very easy to support others, even many others, with convenience and efficiency. Supporting others in a service economy is fundamental to successful Ecommerce. So is providing online training. Developing skills for creating and sustaining effective online relationships is vital at all levels. You'll learn more new strategies by reviewing the collaborative innovations of

your competition.

Online Mentorship Key Issues

If instructional content is provided in a self-directed format, and an individual needs someone to motivate and monitor the instruction, this role does not necessarily have to be performed by a expert in the content area. An online mentor's role is primarily to encourage, motivate, and monitor the individual's learning, and can be performed adequately by a peer or someone without previous expertise in the content area.

There is no upward limitation of the degree of benefit a person can receive from a mentor who has Internet access and information retrieval skills.

Research into just what online mentoring is, and can become, is a rapidly evolving area of interest, upon which the future of effective distance learning depends. Building learning communities around the theme of ongoing lifelong learning requires an approach more familial and social than the traditional educational disciplinarian approach. In today's world, we can't afford to let anyone fail due to lack of mentoring assistance, most certainly not in our own families! From a cultural standpoint, whom we support in this way defines who we are and what we believe in. Online support can indeed be warm, personal, and ongoing in ways many of us have never experienced, but will, and soon!

An online course titled "**Mentoring Online**" at <http://www.learner.org/courses/rfts/> (select "Lessons") demonstrates a dual format for online courses allowing for both self-directed and mentored formats.

Distance Learning Key Issues

While the ten dominant Internet collaborative tools have great potential for providing distance learning services with great scalability and economy, these tools are so new that the general understanding of most people regarding the most effective teaching methods for each respective technology option is usually minimal. As a rule, if an individual is motivated to learn, and the instructional content is available in a self-directed format, great numbers of people can learn with minimal interaction with an instructor. This "self-directed learning" model demonstrates the greatest overall economies and scalability.

Individuals requiring an instructor to motivate and monitor their online learning will be faced with the very new experience of creating and sustaining a relationship through Internet collaborative tools. Measurement of the effectiveness of creating, sustaining, and growing a meaningful mentor-mentee, or citizen-to-citizen, relationship is still a largely unexplored frontier because the quality of a distance learning experience depends heavily on the level of trust of this very human relationship.

A. Review a Simple Community Mentoring Model

While reviewing the following alphabetical topical listing of volunteer mentors, think about how your community could benefit and what services you could offer for free or potentially for profit.

The Ask A+ Locator

<http://www.vrd.org/locator/alphalist.shtml>

An outstanding resource from the U.S. Dept. of Education. Dozens of sites welcoming emailed questions from teachers! **A great model for a local mentoring program; simple and effective.**

Review other Mentoring Models at <http://lone-eagles.com/mentor.htm>

B. Ecommerce and Community Networking

In the readings and links provided by the online course "**Rural Ecommerce and Telework Strategies**" you'll find many extensive listings of resources for both Ecommerce and community networking. Watch for references to collaborative services and tools. In short, we have more tools than we have the expertise to know how to use them optimally.

More and more Ecommerce possibilities relate back to the core limitation of the current skill level of potential customers. Tied to this is the tension of providing free training to support the public good, or being limited to providing training related directly to for-profit activities. **The key point to keep in mind is that it is good business to support the social good in highly visible and effective ways. Watch your competition's web-based innovations to learn the advantages of this strategy.**

More and more Ecommerce businesses will be exploring how to best train customers in the use of those collaborative tools which allow their businesses to provide better services. Providing customers with free web tools and training related to these services is becoming very competitive. **You can see this trend with the My Yahoo Page services at <http://yahoo.com> and My Ebay page services at <http://www.ebay.com>. This is only the beginning!**

Resources to Explore

Advanced Ecommerce Collaborative Tools

See the Unique Ecommerce Services section of the Ecommerce Start-up Training Web Tour

<http://lone-eagles.com/entrelinks.htm>

While many of these services may first appear to be complex and overwhelming, watch for their application by other Ecommerce businesses to monitor those which are proving to be effective. Many businesses focus on providing services to make it as easy as possible for you to implement these tools efficiently.

Building Learning Communities Web Tour

<http://lone-eagles.com/teled.htm>

An extensive listing including two online courses for educators. In addition, there are tips for grantwriting, tutorials, funding sources, and grant templates.

**Community Internet Empowerment Resources
for Rural Idaho Communities**

<http://lone-eagles.com/ruralempowerment.htm>

Extensive resources on developing community collaborative capacity

Community Networking Clearinghouse

<http://lone-eagles.com/community.html>

The best ideas and resources from dozens of community networks and related organizations.

- C. Review Guidelines for Effectively Moderating Online Discussions
and related mentoring resources at <http://lone-eagles.com/curr4.htm> This lesson
"Online Collaboration to Support Online Instruction" is from the graduate
level course for educators "Designing K-12 Internet Instruction,"
<http://lone-eagles.com/currmain1.htm> offered by Alaska Pacific University.

Quickstart Community-Building Awareness Activities

ACTIVITY: Explore the following 'Building Learning Communities' Web Tour resources, and the full listing at <http://lone-eagles.com/teled.htm>

ACTIVITY: Explore the following E-business Start-Up Training Resources Web Tour and the full listing at <http://lone-eagles.com/entrelinks.htm>

ACTIVITY: Explore the following Community Networking Resources and the full listing at <http://lone-eagles.com/community.html>

ACTIVITY: Explore the following Electronic Democracy resources and the full listing at <http://lone-eagles.com/democracy.htm> to appreciate existing resources for citizen activism, home businesses/telecommuting and community networking!

ACTIVITY: Explore how various causes and organizations are empowering themselves using the Internet at <http://www.webactive.com> <http://www.netaction.org> Think about the implications for your own impact on the world via Internet during your lifetime!

ACTIVITY: Review the Good Neighbor's Guide to Community Networking at <http://lone-eagles.com/cnguide.htm> and be sure to read Chapter 2 "Making a Difference" at <http://lone-eagles.com/chap2.htm> See also the Community Network Planning Guides at <http://lone-eagles.com/chap11.htm>

ACTIVITY: Review the Rural Community Internet Empowerment resources at <http://lone-eagles.com/ruralempowerment.htm>

Mentoring Models and Resources

See the full web tour at <http://lone-eagles.com/mentor.htm>

- **Telementoring Tour by Margaret Reil**
<http://www.gse.uci.edu/CCRE/telelearning/tmentor.html>
A robust listing of telementoring projects and resources.
- **Texas TENET's E-mentoring/Teletutoring Resources**
<http://www.tenet.edu/volunteer/telem.html>
Extensive listing of mentoring resources and programs.
- **Ask A+**
<http://www.vrd.org/locator/alphalist.shtml>
An **outstanding** resource from the U.S. Dept. of Education. Dozens of sites welcoming emailed questions from teachers! **MUST SEE!!**
- **About.com**
<http://about.com>
A commercial service offering free human mentors by topic. Extensive!
- **Electronic Emissary**
<http://www.tapr.org/emissary>
Linking students with experts! Includes articles on successful mentoring. Created by Dr. Judi Harris; jbharris@tenet.edu as are the next three.
- **Telementoring Resources on the Web**
<http://emissary.ots.utexas.edu/emissary/telementoring-resources.html>
- **New Teacher Mentoring / WINGS:**
<http://emissary.ots.utexas.edu/wings>
- **K-12 Telecomputing Models:**
<http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture>
- **Ask an Expert**
<http://www.askanexpert.com>
- **International Telementor Program**
<http://www.telementor.org/index.html>
- **Mentorgirls**
<http://www.mentorgirls.org>
A grass roots, community outreach program connecting women in industry with girls in our communities and schools. Many great resources!
- **Emath mentoring program**
<http://www.ed.gov/pubs/emath>
Includes listing of other mentoring programs.

- **Ask Dr. Math**
<http://mathforum.org/dr.math>
- **Telementoring Web: Adult Experts Assisting in the Classroom**
<http://mbhs.bergtraum.k12.ny.us/mentor/index.html>
- **MentorNet Program**
<http://www.mentornet.net/Documents/Program>
This is a mentoring network designed to pair women who are studying engineering or science at 75 different universities with professional scientists and engineers. Many good mentoring links and guides.
- **CLEO: Collaborative Learning Environment Online**
<http://cleo.terc.edu/cleo/cleo-home.cfm>
- **TECFA - University of Geneva "Training Technologies and Learning" Resources** <http://tecfa.unige.ch/>
French and English. Great resources!
- **Educational Development Corporation**
<http://www.edc.org>
Many mentoring programs and collaborative research initiatives
- **Guide to online mentoring and federal computer recycling program**
<http://computers.fed.gov>
- **Kansas Collaborative Research Center Network**
<http://kancrn.org>
See their great listing of mentoring literature at <http://kancrn.org/mentors/>
- **Native American Mentoring Project**
<http://www.minorities-jb.com/native.htm>
- The **MECHA** migrant technology project offers a Mentoring Guidelines Handbook at <http://mecha.barry.edu/staff/mentor.html>
- The **CompuMentor** program offers a mentoring handbook with emphasis on technical support through developing volunteerism programs. CompuMentor focuses on providing technical support to non-profits and schools that can't afford to pay for such services. <http://www.compumentor.org>
- **The New Teachers Center**
<http://www.newteacherscenter.org>
- **Tutor Mentor Connection**
<http://www.tutormentorconnection.org>
Includes a database of mentoring resources and programs.

Lone Eagle Consulting's Best Online Learning Resources

- **Self-Directed Learning and Adult Literacy Web Tour**
<http://lone-eagles.com/webtour7.htm>
- **Free Learning and Other Freebies Web Tour**
<http://lone-eagles.com/freebies.htm>
- **Online Courses and Learning Pathways**
<http://lone-eagles.com/self.htm>
- **K-12 Online Courses**
<http://lone-eagles.com/courses.htm>

Internet Training Resources

See the full web tour at <http://lone-eagles.com/training.htm>

- **Unganisha Internet Training Resource Directories and Courses**
<http://www.bellnet.org/itrain/links.cfm>
A large international clearinghouse. An incredible place to start!
- **World Links for Development Program (WorLD) Internet Training Materials**
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
Another outstanding international clearinghouse for Internet training.
- **Basic Internet Tutorials**
<http://library.albany.edu/internet>
Basic Internet tutorials from the Univ. of Albany
- **PBS Guide to Understanding and Using the Internet.**
<http://www.pbs.org/uti/begin.html>
A well organized beginner's guide to the Internet.
- **Learn The Net**
<http://learnthenet.com>
A broad range of self-teaching Internet tutorials in five languages.
- **American Library Association Basic Internet Skills Courses**
<http://www.ala.org/ICONN/onlineco.html>
ICONNect offers a variety of free online courses designed for different levels of ability in using the Internet.
- **ATT Learning Network Internet Training Resources**
<http://www.att.com/learningnetwork/teachers>

- **Pitsco Technology Education Web Site**
<http://www.pitsco.com>
- **Providing help with the latest products in technology education. Includes a helpful list of plug-in's (helper applications) at**
<http://www.pbs.org/uti/helperapps.html>
- **Teaching Teleapprenticeship Project**
<http://www.ed.uiuc.edu/TTA>
The Teaching Teleapprenticeship Project, from the U. of Illinois, is developing and evaluating innovative teacher education models.
- **Glossary of Internet Terms**
<http://www.matisse.net/files/glossary.html>
Here's a comprehensive list of the Internet Literacy Consultant's best Internet terms. Learn the lingo.
- **Polaris Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
A good collection of beginning Internet tutorials.
- **TECFA - University of Geneva "Training Technologies and Learning Resources"**
<http://tecfa.unige.ch/>
French and English. Great resources.
- **Ziff-Davis Publishing Tutorials**
<http://www.learnitonline.com>
45 classes, 39 tutorials for a flat fee of \$7.95/month
- **Qwest's Colorado Teacher Training Tutorials**
<http://www.uncwow.org>
Very neat and to the point tutorials!
- **SNOW: Special Needs Opportunity Windows**
<http://snow.utoronto.ca/courses.html>
Adaptive Technology, Learning Styles, and Classroom Management Skills online courses.
- **Computer-Mediated-Communications Information Resources for Educators**
<http://www.december.com/cmc/info/index.html>
- **Trainer Tutorial from Lone Eagle Consulting**
<http://lone-eagles.com/trainers.htm>
- **See also the online courses and resources for Building Learning Communities at**
<http://lone-eagles.com/teled.htm>

SECTION THREE - ESSENTIAL ECOMMERCE AND TELEWORK STRATEGIES

Course Description and Registration for Rural Ecommerce and Telework Strategies

Course Description

This is an online Internet course designed specifically for non-technical learners as a first online learning experience. This non-credit mastery learning online course offers ten two-hour lessons covering the basic concepts, skills, and trends for rural Ecommerce, Internet entrepreneurship, and Telework employability.

Hands-on activities provide for exploring many of the best Ecommerce and Telework training materials, resources, and replicable models available - from which you'll easily be able to determine the resources best suited for your continued self-directed learning.

Who Is It For?

- **Young and old interested in learning essential Internet entrepreneurship, ecommerce, and telework readiness skills - to allow them to remain in, and sustain their rural communities**
- **Community leaders seeking way to promote the products, services, and resources of their community**
- **Community organizations seeking to create community Internet skill-building and mentoring programs, local web-based content and establish ecommerce incubators, community network inclusion programs and grantwriting initiatives**
- **Existing businesses wanting to learn to use the web to market their products and services, monitor their competition, and stay current with web Ecommerce innovations**
- **Economic developers searching for local and regional development innovations from around the country and overseas**
- **Those who wish to create a web-based resume to advertise their skills on the web**
- **Everyone interested in helping build learning communities for social and economic benefit**

For Individuals:

Do more than just catch-up - Leapfrog ahead! This unique mastery learning online course is designed specifically for those who have never taken an online course to:

- **Learn How to Become a Self-directed Internet Learner**
- **Learn the Four Essential Ecommerce and Telework Readiness Skills**
- **Learn the Best Fast-track Ecommerce and Telework Strategies**
- **Receive an Ecommerce and Telework Certificate to Qualify to Become a Paid Online Mentor**
- **Establish an Online Resume to Post on the Web**

For Communities, Businesses, and Organizations:

- **Create a Local Train-the-Trainers Program**
- **Create a Local Peer Mentoring Program and Web-based Content**
- **Learn How to Generate and Sustain Meaningful Online Collaboration**
- **Learn How to Create a Cost-Effective Ecommerce Incubator**

This unique online course is designed to allow communities, businesses, and organizations to create their own Train-the-Trainers and peer mentoring programs, relevant web-based content, and meaningful online collaboration. Building learning communities for social and economic benefit requires getting people involved and motivated!

A Unique Assessment-Based Approach

The Ecommerce course and certification is designed to develop an accurate self-assessment of individuals' and communities' current skills and to develop a defined pathway for continued skill and strategies development. The goal is to develop realistic personal strategies based on the best knowledge and resources available.

This course focuses on becoming aware of opportunities. The certification program includes skills checklists for self-assessment as well as guidelines for posting one's skills on a web-based resume. **This course is designed to be an enjoyable, fun-social-learning experience.**

While course handbook provides many useful resources, the experience of participating in the online course offers -

Specific Course Benefits:

- **Ongoing peer interaction and resource sharing via the class listserv (online discussion)**
- **Access to expertise - Regular resource updates from the Instructor and the opportunity to ask questions**
- **Learning to become an online mentor and how to effectively moderate online discussions.**

Those without a product to sell will learn how to turn what they learn into a marketable service product. Those who receive their certification will qualify to become paid mentors helping others learn online.

Here is a sample of the quality and range of resources explored throughout this online learning adventure.

Ecommerce Start-up Training Resources

<http://lone-eagles.com/entrelinks.htm>

Course Outline for "Rural Ecommerce and Telework Strategies"

<http://lone-eagles.com/ecommerce-outline.htm>

How Does It Work?

All you need is a computer, basic point and click skills, a means of getting on the Internet and your own email account, (free at <http://hotmail.com> or <http://yahoo.com> or <http://email.com>.) This course is presented in a **mastery learning format** that means you master the skills as you "learn by doing".

An optional printed handbook "Ecommerce and Telework Strategies - A Self-directed Learner's Internet Guide" containing all the lessons, web resources, and skills activities is available for \$15, plus \$2 shipping.

Basic computer literacy skills are strongly recommended. However, if your computer skills are weak, you may need extra patience with yourself and your computer. You'll need to understand that most things with computers and the Internet are easy, once you know how, and **patience and perseverance are the keys to success** during the initial confidence-building process, particularly if you're still nervous around computers. **When you have questions, you're invited to email your instructor and/or post a public question on the class listserv.**

The most important thing you'll need to bring to this class is a good attitude and a willingness to explore new possibilities during this online learning adventure.

Success is guaranteed. Your instructor won't give up if you don't!

If you're feeling nervous, just partner up with someone locally to share the experience. If you'd like an online peer mentor to help you along, we'll do our best to find one for you. If you're feeling confident, then jump right in!

Exploring the new capabilities presented in the course lessons will build your confidence. You will soon be able to learn anything you want, at anytime, from anywhere. Selected readings are included in each lesson to share the insights of others, and build your vision for new possibilities.

To learn about Internet collaboration you're strongly advised to take advantage of the opportunity to interact with others through the class listserv (online discussion). **If you've never participated in a listserv discussion, you'll soon learn how easy it can be.**

Course Instructor: Frank Odasz, Lone Eagle Consulting

Email: frank@lone-eagles.com

Web Site: <http://lone-eagles.com>

Resume and Biography

<http://lone-eagles.com/articles/frank.htm>

Course Format

Each lesson is presented in the following format:

Lesson Goals - A checklist of what you'll learn in each specific lesson.

Hands-on Activities - Activities to build your confidence, skills, and knowledge

Recommended Readings - Specific readings, including exceptional web sites

Submissions Required for Certification - Specifics on what to submit for certification

Optional Skillbuilder Activities - Additional resources and hands-on activities

The Ecommerce and Telework Certification

A certificate of completion will be awarded to those who complete the required assignments for all of the ten lessons. This certification will validate your ability to demonstrate the essential Ecommerce and Telework skills. In addition, you will qualify for employment as a paid mentor authorized to mentor others through this course at the rate of \$20 per mentee. During the course, you'll learn to create a web-based resume to advertise your acquired skills on the web.

Paid Mentorship Opportunities

All those receiving the certification will qualify for opportunities to serve as a paid mentor helping others through the ten lessons. Anyone you bring to the course will automatically become your mentee and you will receive priority consideration for those registering from your community.

Additional mentees will be assigned in the event that more people sign up for the course than the instructor feels able to handle efficiently. This paid mentorship program creates the opportunity for creating a sustainable local mentoring program within the local community.

During the course, mentors will learn how to create and maintain a basic web page. To be paid you will be required to maintain a simple personal web page hosting relevant resources you have gathered, an ongoing account of your mentoring experience and existing skills, and a short biography. This electronic portfolio will serve as your online resume for other job-finding purposes.

The quality of your electronic portfolio will be a factor in the assignment of mentees. As an authorized mentor, you will receive special resource updates and training opportunities. You will be encouraged to create your own courses of instruction based on the basic format and fee structure of this course for potential delivery through the Idaho State University customized training office.

Course Costs:

\$39 for ten two-hour lessons.

This is a mastery learning non-credit online course. You can begin at anytime and work at your own pace.

To Register for the Course:

Call the Idaho State University College of Technology customized training office
PH: 208-282-3372 Or Register online at <http://continuinged.isu.edu> (Click on the course title)

Welcome to Rural Ecommerce and Telework Strategies

Note: Before continuing, be sure you've read the **Course Description and Registration information.** <http://lone-eagles.com/ecommerce-registration.htm>

Getting "IT" **(The Benefits of Information Technology Skills)**

With the Internet, many of us definitely feel we're not getting "IT." If you've ever been accused of not getting "IT," you may well have been wondering just what the "IT" was that you weren't getting. There are three "ITs" this course will focus on. The first "IT" is Information Technology and understanding its real possibilities. The second "IT" is Intelligent Training - modeled in this course as fun, social, to-the-point learning focused on tangible outcomes. The third "IT" is Innovative Tenacity. Given the technology and application skills, you'll be challenged to be innovative and proactive in order to unlock the real potential.

Information Technology

- Convenient Access to a PC and Internet
- Basic Computer and Internet Awareness and Literacy
- Understanding the Best Affordable Technology Options

Intelligent Training

- An Appropriate Context and Overview of What's Possible
- Short and to the Point Instruction on What You Most Need to Know
- Focused on the Best Possible Short-Term Results
- Targeted Access to Best Resources and Online Web-Based Tools

Innovative Tenacity

- Developing Your Willingness to Explore and Experiment
- Developing Your Ability to Identify Trends and to Be Looking Forward
- Developing Your Readiness to Build Upon Proven Successes
- Your Determination to Become a Proactive Self-Directed Internet Learner

Important Tips for Conducting the Lessons

It is recommended that you print each lesson for easiest reading and keep your lessons in a binder. This allows you to make notes on each lesson and to write down the web addresses you will want to return to later. Read each lesson and the recommended readings at least once before exploring the presented web addresses

using your web browser. Note that the online lessons will be frequently updated and it is recommended you regularly check the online versions for updates.

The hands-on activities will be the most important part of each lesson, but you'll find it is easy to lose track of time exploring all the great resources. Please consider limiting yourself to the recommended amount of time given for each web tour the first time through to gain a good overview of the quality and range of resources available. The lesson goals are presented as general goals to guide you in creating your own personal strategic plan for your ongoing learning. The most powerful part of this course will be the exploration of the presented web resources from which you will build your own knowledge as well as your own web tours.

After the lesson is completed within the recommended two-hour timeframe, you are welcome to spend all the time you want exploring these resources in depth. Ask questions whenever necessary either privately of the instructor or publicly via the class listserv (online discussion). **What you learn from this course will be in direct proportion to the amount of time you invest.**

Requirements to Receive the Ecommerce and Telework Certification

To receive the **Ecommerce and Telework Certification** you must complete the required assignments for each of the ten lessons. Lessons 2-5 have specific Internet Readiness Skills which you'll be encouraged to learn, many of which you may well have already acquired. Extra time may be required for developing these important skills beyond the two-hours per course lesson. Help is available if necessary, just email your instructor. You will post the skills you've acquired on your web-based resume to increase your employability.

This certification will validate your ability to master the essential Ecommerce and Telework employability skills. In addition, you will qualify for employment as a paid mentor authorized to mentor others through this course at the rate of \$20 per mentee. Upon completion you will receive a printed certificate and will have created an electronic portfolio resume web page.

Beginning the Course

Your first step will be to register for the course and to send an email message to your instructor saying you're ready to begin.

Your instructor is Frank Odasz. Email: frank@lone-eagles.com

This first message should include a short description of your past computer and Internet experience, your specific goals for taking this course, and whether or not you would like to receive the Ecommerce and Telework Certification.

Begin Lesson One at your convenience. The course lessons page is at <http://lone-eagles.com/ecommerce.htm>.

Course Outline for "Rural Ecommerce and Telework Strategies"

Note: The course description, format, and registration information are at
<http://lone-eagles.com/ecommerce-registration.htm>

Lesson One - Ecommerce and Telework Readiness Skills

To Adopt Strategies for Engaging Online Learning with a Minimum of Stress

To Join the Class Listserv for Group Sharing of Resources and Questions

To Review Strategies for Developing Ecommerce and Telework Readiness Skills

Lesson Two - Ecommerce Fast-Track Strategies

The Strategy of Monitoring Trends to Leapfrog Ahead

The Strategies for Finding Local and Global Ecommerce Opportunities

The Strategy of Starting with Online Auctions as Your Easiest First Ecommerce Experience

The Strategy of Using Search Engines to Create Your Own Resource Hotlists

Lesson Three - Ecommerce Cooperatives and Virtual Incubators

To Identify the Best Strategies to Create Your First Ecommerce Web Site

To Identify Strategies for Collaborative Marketing and Manufacturing

To Review Models of Ecommerce Cooperatives for Local Replication

To Identify the Strategies Behind Virtual Incubator Models

Lesson Four - Entrepreneurship Training Opportunities

The Strategies for Becoming a Lone Eagle Entrepreneur

The Strategies to Find The Best Entrepreneurship Resources

The Strategies to Find Tutorials and Training Resources on Any Topic

The Strategies Behind Emerging Instructional Entrepreneurship Opportunities

Lesson Five - Community Economic Development Strategies

The Strategies for Becoming a Lone Eagle Telework, Telecommuting, and Telecomputing

The Smartest Strategies for Creating Measurably Smart Communities

The Strategies for Corporate Relocations and/or Individual Entrepreneurship

The Strategic Differences Behind Volume, Value, and Human Bandwidth Benefits

Lesson Six - Ecommerce and Building Collaborative Capacity

The Strategies Behind Understanding Rural Innovation Diffusion

The Strategies to Growing Local and Global Community Capacity

The Strategic Lessons Learned from the History of Community Networking

The Strategies Behind Grantwriting to Win Funding for Community Projects

Lesson Seven - Keeping Current on Competition and New Markets

To Develop a Personal Strategy for Learning from Your Competition

To Develop a Strategy to Identify New Markets and Products

Strategies for Community Programs to Grow Your Local Market

To Establish a Strategy for a Local Online Community and
Collaboration Plan

Lesson Eight - Employment Opportunities in a Knowledge- Based Economy

The Strategies Behind Building a Quality Electronic Portfolio Resume

The Strategies to Quickly Establish Work Experience Through
Volunteerism

The Strategies for Effectively Marketing Your Skills and Talents

The Strategies for Finding New Career and Job Possibilities

Lesson Nine - International Trade Training Resources

The Strategy for Identifying Global Niche Market Opportunities

To Review the Best International Trade Training Resources

The Strategy to Gain Perspective on the Emerging Global Economy

Third World Ecommerce Strategies - Competition or Customer?

Lesson Ten - Writing a Business Plan and Funding a Startup

The Strategies and Advantages of Creating a Legal Business

The Strategies Behind Writing a Workable, Saleable Business Plan

To Identify the Best Sources for Learning How to Start a Business

The Strategies for Getting Money to Start Your Business

Lesson One - Ecommerce and Telework Readiness Skills

Lesson Goals

- **To Adopt Strategies for Engaging Online Learning with a Minimum of Stress**
- **To Join the Class Listserv for Group Sharing of Resources and Questions**
- **To Review Strategies for Developing Ecommerce and Telework Readiness Skills**

NOTE: To begin this lesson, you already should have read the "Welcome to the Class" bulletin at <http://lone-eagles.com/ecommerce-welcome.htm>.

Learning Effectiveness, Human Nature, and Humor

It's a funny thing about people, if they think something is difficult, they will have a hard time with it; but if they relax, they often have far less trouble. Humor is a great way of helping people relax. **"If you learn to laugh at yourself, you're guaranteed a lifetime of laughter."** Let's begin this course with the perspective of reviewing a few humorous historical insights and aspects of human nature. Often when frustrated with technology, our only recourse is to laugh at ourselves.

Historical Leaders Who Didn't Get "IT" (Information Technology Possibilities)

In the early 1800's, the federal government didn't see the potential of the electronic telegraph. The whole idea of transmitting information electronically, though repeatedly demonstrated, did not receive any federal funding for the first 30 years. The potential was literally invisible, as odd as that may seem today. Future applications of new communications technologies are often hard to imagine.

The inventor of the telephone, Alexander Graham Bell, had a vision that the telephone would be used to listen to opera. Once citizens became involved in using the telephone, they literally reinvented how it could best be used. It took 25 years for the invention of the telephone to become widely accepted in American society. The future potential of information technology is often missed at first, due in part to it being simple human nature to be comfortable with what is already familiar. Few people today are threatened by the telephone, yet half the population on the planet have yet to make their first phone call.

At the Smithsonian Museum of American History in Washington DC is a wonderful display on the evolution of communications technology from the first days of the telegraph to modern day Internet. There's an exhibit where an audio tape of a sermon runs continuously on how electronic communications will help humankind "keep up to

the same instant of progress on global events" and how electronic communications will allow humankind to transform the world and support one another as a caring global community.

Whereas the sermon sounds thoroughly modern, it was actually given in 1867, celebrating the first trans-Atlantic telegraph cable. This historical cable broke a few weeks later, attributed to sharks attracted by the electric current. But another cable with appropriate shielding quickly replaced it. This vision of over 100 years ago has yet to be fully realized despite the fact that the technology has improved a thousand times over. Articulating the need for a shared human vision for the best application of today's telegraph, the Internet, is very much the essence of this course.

As recent as the mid-seventies, one of the leaders of IBM confidently stated he thought there was no market at all for personal computers. Thomas Watson will be most remembered for his famous mistake, but IBM then became a world leader in the production of personal computers. Bill Gates, the infamous head of Microsoft, initially missed recognizing the importance of the Internet, but learned from his mistake, too. Microsoft is today innovating with Internet applications on many fronts. So, **you're in good company if you're feeling a bit threatened by what you don't know; perhaps you'll make important mistakes that you'll learn from, too.**

A few years ago, technology stocks were soaring with the optimism that technology would save us. Today, we're in a slump, perhaps due to the fact we've learned that it is what people learn to do with the technology that will ultimately make a difference - not the technology alone. Ten years ago the vision for community networking possibilities over slow modems was generating excitement, similar to the sermon of 1867. Today, many view the Internet as a timewasting toy best suited for kids. What happened?

Throughout this class you will find a vision of the Internet focused on the unlimited potential for realizing your own self-empowerment and Ecommerce possibilities. **You are in a position to make history.**

Less is More - in the Age of Information Overload

It is easy to feel threatened by information overload when using the Internet.

When you are learning about computers and the Internet, it is important to focus first on an overview of what's possible - without trying to learn all the details of the technical how-to's. From this overview, you'll select those specific applications truly worth your time to learn. Specific skills are easy once you know how. Learning from the experience of others can be a painless and enjoyable experience. Investing lots of time to learn many technical details which you'll rarely use doesn't make sense at all. **"Less is more" in the age of information overload. You need to know what NOT to bother learning as a first strategy for combating information overload.**

"Knowledge is of two kinds: we know a subject ourselves or we know where to find information upon it."

Samuel Johnson 1709-1784

This class will provide an accurate overview of the key trends, skills, and possibilities related to Ecommerce and Telework. You'll review what has already been proven to work and will learn where to find specific information when you need it. If you're an adult, please try to loosen up and approach the lessons with a sense of play and exploration. Perhaps find a youthful tutor to help you learn a playful approach to online learning as you move through the lessons. If you let the information simply wash over you, you may find that what is most relevant to you will usually stick in your mind without forcing yourself to try to remember everything. **When learning about computers and the Internet, adults often suffer needlessly from trying too hard.**

"We don't stop playing because we grow old . . . we grow old because we stop playing."

an unknown Alaskan philosopher

Learning to sink or swim with the Internet will require knowing what it's like to jump in the deep end (information overload) before you've learned how to swim (stay afloat). You will need to develop specific strategies to keep from feeling you are drowning in too much information. Understand also that splashing a little water on your face won't really help you understand swimming as much as really getting wet all over. When you learn to use search engines to find what you want when you want it, that's when you'll really be swimming. **In this lesson, you'll suffer a dunk in the deep end by taking a look at some overwhelming resources, and in the next lesson we'll show you strategies to stay afloat.**

Keep a written record of the time spent on each lesson and of the additional time reviewing the resources. Plan on spending one hour per lesson reading the assignments and one hour with the hands-on activities. Keep a personal listing of the strategies you plan to adopt as you progress through the lessons. Go with your gut instincts regarding what sites you like the best, and remember you're looking only for the best-of-the-best instead of everything under the sun. The more great sites you explore, the more naturally picky you'll become, until instead of being overwhelmed, you'll feel confident that you know just where to go, and why.

Most learners prefer to be in control of their own learning. This class provides you that opportunity.

"We're always ready to learn, never to be taught."

Winston Churchill

Enjoy the Journey and Don't Let Yourself Feel Pressured

It may take some time for you to become comfortable and confident with learning-to-learn online. At first, the technology is strange, even foreboding to some. But if it is useful and you use it regularly, soon it becomes second nature. When this happens - the technology becomes transparent and it is the specific applications and benefits which will become your focus. **One major strategy for this class is for you to get**

comfortable learning online in order for you to become a self-directed Internet learner.

Throughout this class you'll be learning to invent new opportunities to create both social and economic value for yourself, your family, community, nation, and the world. You're about to become a globally connected citizen of the world. Becoming a lifelong learner is embarking on a never-ending learning adventure. Focus on enjoying the journey. Relax. Avoid being in a hurry to get to any final destination.

"Becoming is Superior to Being"

Building Your Internet Collaboration Skills

Imagine the multiplier effect: if we all share what we know, then we'll all have access to all our knowledge. Sharing what we know in return for benefiting what others know makes for a lighter load for all concerned. We'll first learn by individualized hands-on explorations and will then share the best of our discoveries with the others in the class through the class listserv. Our specific strategy will be learning to collaborate and share knowledge through the Internet as one of the most important Ecommerce readiness skills you can develop.

The sustainability of our communities and society depends on creating motivated lifelong learners, proactive citizens who are value-driven innovative entrepreneurs, skilled collaborators - both offline and online - and citizens who are both consumers and producers - both learners and teachers - all the time.

Self-directed Internet learning skills have become essential. Strategies to make smart personal decisions require that we stay current in our world of accelerating change. Information overload from too much of the wrong kind of information is becoming an increasingly serious problem. Overcoming information overload requires becoming more skilled at being increasingly selective by developing specific online collaboration skills.

During the lessons of this course you'll be invited to explore the following skills essential to Ecommerce. If you have not already learned the following skills you'll need to take the extra time to learn them as an additional part of this course.

Four Essential Skills for Internet Readiness

You may prefer to use the online version of the lessons below or may refer to Section Two of this guide.

1. Level One - Searching and Browsing Skills (The Power of a Self-Directed Learner)

<http://lone-eagles.com/ecommmerce-search.htm>

Successive hands-on experiences are presented to build the basic Self-Directed Internet Learning Skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.

2. **Level Two - Creating Your Own Web Pages
(The Power of Self-Publishing Globally)**
<http://lone-eagles.com/ecommerce-web.htm>
Learn the basics of **Web Self-Publishing Skills**, creating and posting web pages with text, images, and hyperlinks.
3. **Level Three - Communicating and Working Together
(The Power of Building Learning Communities Through Internet Collaboration)**
<http://lone-eagles.com/ecommerce-email.htm>
Learn about efficient uses of **Online Collaboration Skills**. Includes many related resources for advanced learning.
4. **Level Four - Learning-to-Earn for Sustainable Communities
(The Power of Building Online Communities)**
<http://lone-eagles.com/ecommerce-mentor.htm>
Learn about using Internet collaborative tools for **Teaching, Mentoring, Groupwork, Relationship-building, and Customer Support**.

Observe how these four successive steps lead to entrepreneurial potential.

1. **As searching skills are developed**, citizens gain the ability to gather valuable new resources of benefit to themselves and the community.
2. **As basic web-authoring skills are developed**, citizens gain the ability to share unlimited resources with the community and the world in a convenient public manner.
3. **As online collaboration skills are developed**, citizens become more connected to their community which creates new opportunities.
4. **As mentoring skills are developed**, citizens gain the understanding of how to combine email, searching, and web-authoring skills to share knowledge effectively to make a real difference in the lives of others.
5. **As both social and economic value are demonstrated**, the entrepreneurial potential of the Internet will become increasingly clear.

**"Information condenses to Knowledge which condenses to Wisdom
and VALUE is created in the information age."**

Hands-on Activities

1. Subscribe to the Class Listserv and Post an Introduction Message

First, subscribe to the listserv by going to

<http://maillist.isu.edu/mailman/listinfo/isu-ecommerce> and following the instructions.

Write down the password you will give to yourself to allow for your future access to the listserv message archives web site. When you receive the confirmation message from the listserv, simply reply to the message without changing the message in any way. You'll then receive a message welcoming you to the listserv with additional instructions you should save for future reference.

Send an introduction message to the class listserv using the listserv's email

address: isu-ecommerce@maillist.isu.edu Include an introduction on who you are and your personal goals for this class. Please refer any questions to your instructor - Email: frank@lone-eagles.com.

You should receive a copy of your message with [ISU-Ecommerce] in the subject line of the message, as will everyone else registered for the class who has also subscribed to the listserv mailing list. You can review past messages and other listserv features, such as subscribing and unsubscribing, whenever you like at the listserv web page <http://maillist.isu.edu/mailman/listinfo/isu-ecommerce>.

One feature you might find of interest if you feel overwhelmed by the number of listserv messages is to select the "digest" option so that you'll only receive a single week's digest listing all postings for the week. Then select only those you wish to read.

Optional - For easy tutorials on using email and listservs, see the hands-on lesson presented in Lesson Three of this course:

Level Three - Communicating and Working Together (The Power of Building Learning Communities) <http://lone-eagles.com/ecommerce-email.htm>

2. Take a short Ecommerce Web Tour. Spend only a few minutes at each site to first get a quick idea of the vast resources available, then return to those sites you found most exciting.

(The following resources are taken from the Ecommerce Start-Up Training Resources Web Tour at <http://lone-eagles.com/entrelinks.htm>)

A. Review the following Ecommerce resources and especially the easy Ecommerce curriculum.

- **Access Minnesota Main Street Rural Ecommerce**

<http://www.extension.umn.edu/mainstreet/>

Select "About Main Street" and then "Curriculum" to see THEIR Ecommerce curriculum and note they offer it in print for \$12.

- **Check out the Minnesota Main Street Ecommerce Curriculum**
<http://www.extension.umn.edu/mainstreet/curriculum/>
One of the easiest first exposures to Ecommerce. Limited but good.
- **Minnesota Mainstreet Ecommerce Resources**
http://www.extension.umn.edu/mainstreet/curriculum/ecommerce/ec_res.html
Always look first for a site's listing of additional resources.

B. Review the more advanced five Ecommerce classes created by Cisco and the Small Business Administration

- **Cisco Systems, Inc. and the U.S. Small Business Administration** have teamed to offer five free Ecommerce courses covering the basics for planning, marketing, and more. <http://www.sba.gov/classroom>

Select 'Online Courses' for five Ecommerce courses, but note the other courses on writing a Business Plan, Starting a Business, etc. These are more advanced than Minnesota Main Street and will require more time to digest. Explore the esmallbusiness and Site Map links, too! Remember to look for their "Other Resources".

C. Review the advanced Ecommerce resources offered by the Federal government

- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov>
A complicated site for beginners, but a valuable and extensive resource which includes International trade information. Check out "Examples of Electronic Commerce." Don't read anything over two years old without understanding that the world might be dramatically different today.
Remember the technology stock slump changed many rules.

D. Here's a foundation specializing in providing entrepreneurship resources and grants. Look for the fast-track entrepreneurial training and the curriculum specifically for youth and women.

- **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion-dollar endowment for funding youth and entrepreneurship programs. Select the "Site Map" then Adult Entrepreneurship, then FastTrac. Or select Youth Entrepreneurship.
- **Entreworld**
<http://www.entreworld.org>
Hosted by the Kauffman Foundation, you'll find extensive exciting resources for entrepreneurs.

E. Review an Ecommerce Portal. A portal is a clearinghouse; a web site devoted to hosting listings of extensive resources on a specific topic.

- **Ecommerce Info Center**

<http://www.ecominfocenter.com/>

Prepare to be totally overwhelmed. Since the technology stocks started slumping near the end of 1999, you might focus on the more current resources which reflect lessons learned since the slump. Ecommerce knowledge has a short shelf life. Avoid out-dated resources. Many stories of both successes and failures are listed at this site: Select Small Bus. And then "eco success and failure."

F. Review a top Ecommerce Magazine Website

- **The Best Magazine on Ebusiness: Business 2.0**

<http://www.business2.com>

Here's another overwhelming site. Extensive current quality resources. Highly Recommended! For \$12/year the printed magazine is a good deal. Look for articles and resources which condense lessons learned. Their success has been based on their ability to simplify trends and strategies. **Remember - Less is More!**

3. Email your instructor frank@lone-eagles.com your answers to the following based on a scale of lowest to highest:

1-3 Very Negative - Low 4-6 Fairly positive - Medium 7-10 Confident - High

1. **My motivation for learning about technology and taking this class.**
2. **My self-confidence with technology and my ability to use the Internet to teach myself what I need to know.**
3. **My current skill level with computers and Internet (rough estimate).**
4. **My anticipation that I'll learn what I need to know about Ecommerce in this class.**
5. **Please include a note on how well this lesson worked for you and any suggestions you might have to offer.**

Note: Please share with the instructor how well this lesson worked for you and a bit about your previous computer and Internet experience. If you'd like an online mentor for extra support in addition to the instructor, please let your instructor know. Please put the word "Survey" in the subject line of your message.

Submissions Required for the Ecommerce and Telework Certification

1. **Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best**

specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further. Use the following Subject line in your message: "Submission for Lesson One."

2. Join the listserv, post your introduction message, and email your instructor the short survey and other information as directed above.

Recommended Readings

Read each article without clicking web addresses included within the article. Then return to explore those links that interest you.

- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
An introduction to the issues and possibilities for rural Ecommerce.
- **Community Networking primer**
<http://lone-eagles.com/articles/networking.htm>
A good first article on community networks.

Optional Skillbuilders

1. **Review Internet self-directed learning resources for building skills essential to Ecommerce.**

Explore "Common Ground - A Cross-cultural Self-directed Learner's Internet Guide," a unique collection of self-teaching activities, the best web sites, and free web services. The table of contents is at <http://lone-eagles.com/guide.htm>.

Start with the four historical firsts at <http://lone-eagles.com/fourlev.htm>.

Included in this guide is a rich listing of free web authoring and collaboration tools. Review the **Gearing Up with Free Web Tools** at <http://lone-eagles.com/currtrour.htm> and then explore the master listing at <http://lone-eagles.com/webdev.htm>.

Lesson Two - Ecommerce Fast-Track Strategies

Lesson Goals

- **The Strategy of Monitoring Trends to Leapfrog Ahead**
- **The Strategies for Finding Local and Global Ecommerce Opportunities**
- **The Strategy of Starting with Online Auctions as Your Easiest First Ecommerce Experience**
- **The Strategy of Using Search Engines to Create Your Own Resource Hotlists**

Leapfrogging Strategies

With the world changing so rapidly, studying trends is important to anticipate what's coming. Learning to leapfrog ahead requires a combination of common sense and quality information. You really don't have to catch up on all the things you may feel you've missed in the past because much of that information is of little relevance today. **Instead, as a strategy, you can leapfrog to the current moment and just focus on the highlights of what is important today.**

As human capital becomes the chief source of economic value, education and training will become lifelong endeavors for the vast majority of workers. The new economy puts a premium on intellectual capital over financial or physical assets. However, the life of knowledge and human skills today is shorter than ever. As a result individuals are challenged to remain at the forefront of education and training throughout a career. Lifelong learning is imperative. Online learning is expected to grow dramatically to meet these ongoing training needs with the convenience and efficiency of anywhere, anytime learning. **As a strategy, learn to get comfortable with online learning.**

By 2003, one-fourth of all US business-to-business purchasing will be done online and 63 percent of Americans will be surfing the web. Already, 61 percent of all businesses have a web presence.

**Louis Rossetto, editor of Wired magazine, has said that
"... in the age of information overload, the ultimate
luxury is meaning and context."**

While risk-taking can create a first-to-market opportunity, your money is generally safer replicating proven successes. The Internet makes it rather easy to track the newer proven successes. **As a strategy, focus on what's working for others.**

One strategy used by many companies in order to attract advertisers and to create rapid widespread exposure to their company has been to offer free web services available to everyone. At <http://yahoo.com> you can get free email accounts, set up free listservs, and even create a free online Ecommerce web site. However, after 30 days you'll have to pay \$100/month to keep your "free" Ecommerce web site. On the other hand, there are many other free web tools and services available, including free Ecommerce sites where you won't be charged a fee. **As a strategy, plan on becoming aware of the best existing free web tools and services.**

Before the slump of technology stocks, many more businesses offered free services, but with the slump, many were forced to close down. Today, **dot.coms are jokingly referred to as faith-based organizations.** When the stocks were soaring, many believed technology would save us all. Unfortunately, the customer base was over estimated. People didn't jump on this bandwagon as online consumers. **Perhaps your own feelings toward technology will give you an insight into the behavior of others.**

Currently, there are 67 million online shoppers. Expectations are the number will double to 132 million over the next four years. Meanwhile, the number of Internet users is expected to show only single-digit growth.

[SOURCE: New York Times, AUTHOR: Bob Tedeschi]
(<http://www.nytimes.com/2002/03/04/technology/ebusiness/04ECOM.html>)
(requires registration)
Full PIP report available at:
(<http://www.pewinternet.org/reports/toc.asp?Report=55>).
Further trend information from Jupiter Media Matrix is available at
(<http://www.jmm.com>).

As people become more comfortable using the Internet, their readiness for more and more services will grow. Anticipating what people will soon be ready for can be identified by looking at new emerging businesses and tracking their degree of acceptance and success. Women and seniors are the two fastest growing groups of new Internet users. For example, are people ready to order groceries online to be hand-delivered to their door? At some point they will be. Pioneering entrepreneurs are already exploring this emerging niche market. **As a strategy to become better aware of new opportunities, watch for emerging new markets!**

It will be easy to find market projections on the web regarding predictions about what's coming amid the many resources presented in this course. In short, business-to-business sales (b2b) are projected to be ten times greater than business-to-consumer (b2c) sales. Hence, there's a big rush of b2b start-ups. You'll find many new terms to learn related to Ecommerce. In the hands-on activities for this lesson you will learn how to find glossaries of these terms **and short overviews of key trends and insight as to what's most important.**

Local and Global Ecommerce Strategies

Used cars are an example of a local product. Posting pictures of available used cars on the web can provide convenient local advertising. Nationwide used car databases are now available which allow any used car dealer to market cars nationally, even internationally. Using the web to sell locally, one has to take into consideration that the Internet allows everyone the ability for unlimited comparison shopping.

Just as Walmart undercut prices for local retailers causing many businesses to go bankrupt, by offering better selection, convenience, and prices, so may the Internet also change the dynamics for other local retailers. **Focusing on creating new local services by using the Internet collaboratively to provide your customers with additional convenience and attention is one strategy. Another is to take advantage of your ability to market your wares globally.**

While you might not sell many handmade quilts locally, posting your quilts on a web page could create a viable fulltime job regardless of your rural location. The web permits tapping into specialty niche markets that were never widely accessible prior to the Internet. Numerous similar examples can be found with a little effort. **Your economic strategy could be to collect replicable success stories similar to what you'd like to achieve and to learn from these successes.**

Whereas in the past, the two concepts of the public and private sectors might have appeared to be morally at odds, in the new service economy "social entrepreneurship" is emerging as the synergy of the best of both worlds. **In a service economy, products and services that help people deal with information overload are continually evolving in many new ways.**

Online Auctions Can Be Your Easiest First Ecommerce Experience

Ebay has demonstrated a successful consumer-to-consumer (c2c) model where anyone can upload an image of something to sell and set a starting minimum bid. Then, up to a set deadline, anyone can bid that price or a higher price. The seller enjoys selling to the highest bidder. In 2001, over six billion dollars were exchanged by citizens selling nearly anything you can imagine. Other online auction sites have emerged as well as variations on this proven model. The inexpensive global self-publishing capabilities of the Internet can turn a simple flea market concept into a six-billion dollar-a-year business, such as Ebay. **By learning to upload a picture of your product, you can engage in world trade online - as a recommended easiest first Ecommerce experience. Your strategy is to see what you can learn exploring Ebay in the Hands-on Activities part of this lesson.**

We've Become a Hunting and Gathering Society, Again.

We've become a hunting and gathering society looking for the highest quality information. In the hands-on activities for this lesson you'll experience a first glance at a

wide variety of Ecommerce resources and models. You'll have the opportunity to learn to use search engines to collect your own great resources. Extensive listings of quality resources already exist on nearly any topic you can name. Knowing how to find these listings can save you countless hours of time as opposed to searching for individual resources. Creating your own high quality collections of specific resources can save valuable time for others as either a community service or as a for-profit service or product. You can add additional value to these resources by including thoughtful annotations and other value-added features. **Keep in mind "less is more" in the age of information overload.**

Search engines are everywhere. They exist in nearly every software program. Select the HELP button of whatever program you're using and explore how you can search for help tips on any aspect of your particular software program. Most web sites have their own search engine which allows you to search for specific resources, but only within that particular web site. **Learning a few simple basics about using search engines is one of the smartest investments in your future that you can make.**

Learn to use bookmarks. Your browser allows you to bookmark all web pages you'd like to return to later. To learn how to use bookmarks, click on the HELP button on the menu bar of your browser and find the tips on "Bookmarks" or "Using Bookmarks." (The Internet Explorer browser calls these "favorites.")

Hands-on Activities

1. **Explore Ebay at** <http://ebay.com>

- Review the Site Map for tutorials on using Ebay. Find and review the tutorial on uploading an image.
- Research prices for something you might buy, or similar to what you might want to sell.
- Select "My Ebay" to create your own Ebay page for keeping track of items you've bid for, or are selling. Do this to see what you can learn in the process.
- Buy something from Ebay or Amazon.com (Amazon offers free Ecommerce web sites called Zstores, which you should locate and explore.)
- Self-assess how you handle frustration when exploring a new web site. Are you patient with yourself? You should make a point to take breaks when stuck or frustrated and return when refreshed to continue "noodling around." You'll find your skills for figuring things out on your own will continually improve if you spend the time exploring.
- As a strategy, ask around for who near you already has experience with Ebay and ask them to show you how they use it. Whenever you can learn from others locally, do so.

Note: The book "Ebay for Dummies" is available at <http://amazon.com>

2. Author a First Web Page in Two Minutes

There are many free services on the Internet allowing you to create free web sites, and much more. One such service offered by Blue Mountain Arts creates an animated musical greeting card web page for you to email to a friend in just a couple minutes. The importance of this activity is to realize how easy it can be to actually create a web page. Soon, you'll create your first Ecommerce web page with similar ease. **For Free Web Tools:** <http://lone-eagles.com/webdev.htm>

A Case Study: Bluemountain.com was sold for 90 million dollars. It started as a Mom and Pop business where their 17-year-old son provided the technical expertise to create a web site with a rather simple idea. Allow anyone to fill out a form, select an image, and enter an email address of a friend. The friend receives a web address in an email message, clicks, and receives a personalized, animated, musical greeting card. Advertisers were attracted to this site by the fact that hundreds of thousands of people used the site each day. **Many similar free services have been offered in an attempt to replicate this successful, ingenious, yet simple, model.**

Many similar copycat businesses are also successful, such as <http://beatgreetings.com> which offers much better music. Now, Bluemountain offers subscriptions to allow access to even fancier greeting cards, and is soliciting original artwork for cards from Native Americans and others who now have an opportunity to sell their creative artwork. Perhaps Bluemountain will evolve to become a cooperative where anyone can profit by marketing their artwork and/or music through a partnership with Bluemountain. **Keep this theme in mind as you'll see many similar examples - everyone as both consumer and producer, all the time.**

How to do it. As a recommended first experience with online web-authoring, go to <http://bluemountain.com> and send someone an animated musical greeting card. Just follow the instructions and explore the features. **Since most web sites are more similar than different, the more sites you explore - the more comfortable and efficient you'll become when exploring new sites. We'll look at creating free Ecommerce web sites in a later lesson.**

Recommended Readings

Read each article once without clicking on the included supporting web addresses. Then return to explore those links that interest you.

- **Community Networking -Making a Difference**

<http://lone-eagles.com/chap2.htm>

An article showcasing the process by which citizens became aware of the potential for Internet and learned to create their own businesses. Many entrepreneurial web sites are included.

- **The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development**

<http://lone-eagles.com/goldrush.htm>

Mining raw human potential with free web tools. Are you ready?

- **The War Against Ignorance**

<http://lone-eagles.com/hope.htm>

An article about Internet empowerment issues.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further. Use the following subject line in your message "Submission for Lesson Two"

2. **Complete the Suggested Hands-on Learning Opportunities at**

Level One - Searching and Browsing Skills (The Power of a Self-directed Learner)

<http://lone-eagles.com/ecommerce-search.htm>

Successive hands-on experiences are presented to build the basic Self-directed Internet Learning Skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.

Optional Skillbuilders

Test your searching skills - Using cut-and-paste, create a hotlist based on results from searching <http://google.com> using the following exact keywords. Then experiment with keywords and key-phrases of your own

Perhaps you'd like a listing of ecommerce portals (mega-sites).

Try ecommerce AND portal*

Perhaps you'd like a glossary of Internet terms and abbreviations.

Try Internet AND glossary or Internet ANDterm*

Perhaps you'd like quilting sites

Try quilt* AND ecommerce

Try Idaho AND ecommerce -

Share your best results via the class listserv.

Lesson Three - Ecommerce Cooperatives and Virtual Incubators

Lesson Goals

- **To Identify the Best Strategies to Create Your First Ecommerce Web Site**
- **To Identify Strategies for Collaborative Marketing and Manufacturing**
- **To Review Models of Ecommerce Cooperatives for Local Replication**
- **To Identify the Strategies Behind Virtual Incubator Models**

Creating Your First Ecommerce Web Site

Creating a free Ecommerce web site is easy at any of the sites listed in this lesson. Consider creating one just to see what you can learn from the experience. Note that some free sites offer you shopping cart features for a small fee as an easy way to list multiple products for sale and to receive automated orders online. Some offer free merchant accounts that allow you to receive credit card orders via the Internet for a small fee for each transaction. Most such sites include tutorials on maintaining an Ecommerce site.

It is easy to create a simple Ecommerce web site, but realizing a steady stream of customers may not be as easy. On the other hand, you'll find many stories where the big problem has been more orders than the entrepreneur can handle! Being ready to meet large orders is a serious, if happy, problem. For example, if your new quilting web site receives an order for 500 quilts, you'll need to know with whom you can collaborate to meet this order. **Collaborative manufacturing networks are a natural phenomena due to the ease of collaboration that the Internet provides.**

A web site is not something you just create and wait until the money comes rolling in. A web site is something you will continually be maintaining and developing. You will pay attention to adding collaborative services for your potential customers and as your competition becomes more innovative, you'll borrow these innovations and add them to your web site. Successful web sites are dynamic, not static. **A successful web site must show signs of life and present a reason to return to the site again and again to see what is new and exciting.**

If you learn web-authoring skills and how to upload web pages to your own web site through your Internet service provider you're likely to have more flexibility improving your own site. This lesson offers a tutorial on how to create your first web site, on your own. On the other hand, getting started by using the free services means you don't need

web-authoring skills or software and you don't have to know how to upload web pages. A **strategic first step is to become familiar with what is offered by free Ecommerce site services in order to review the benefits, and limitations, of these free offerings.**

How Will People Find Your Ecommerce Web Site?

When you create your own Ecommerce web page, your first concern will be - how will people find it? You'll find it is inexpensive to register your own web domain as I have done, for example, with my site <http://lone-eagles.com> at <http://choicenames.com>. Having your own domain name makes you look just that much more professional. Perception is very important in the competitive online marketplace.

By posting your web page on a web mall or online Ecommerce cooperative, you'll benefit from the fact that being part of a marketing cooperative solves the marketing problem for you, at least in part. You'll want to get as many web sites as possible - which sell similar products to yours - to post links to your site in exchange for you including on your web page a link to their sites. This is called "sector clustering" and "coopetition."

There are services that claim to be able to help people better find your site through search engines. But be wary - many are more expensive than the value they offer. There are many ways your site can include HTML code so that search engines will present your site nearer the top of the search results listing depending on what keywords were used for the search. You can learn about metatags and how to improve your ranking via search engines at <http://www.searchenginewatch.com>.

In the hands-on activities for this lesson you'll explore a number of cooperative marketing models. The more you explore, the more different ideas you'll find regarding the evolving art of cooperative marketing and the ease of creating your first Ecommerce web site using existing services. Note that easy tutorials on every aspect of the process for online marketing and maintaining a successful Ecommerce web site are found at nearly every site. **Knowing that these tutorials exist, strategically practice looking for them and other available resources.**

Because most people are new to Ecommerce, simple instructions are essential for site providers to be successful promoting their services to those new to the Internet. For cooperative Ecommerce sites to survive they often have to be user-friendly and provide easy step-by-step instructions. **As a self-directed learner, your strategy will be to watch for and take advantage of the most user-friendly learning resources and services.**

Ecommerce Collaboration and Community Networking Trends

The more Ecommerce cooperatives and virtual incubator sites you visit, the more critical you'll become. At first, everything will look exciting, but with more experience you'll find certain sites leave you feeling something is lacking. Many sites have not changed their design in years, and while they might look pretty on the outside, not much energy has gone into them and very little is happening. The Native American site in the

hands-on section of this lesson has high visual interest, and after carefully reviewing this site, you'll note that most other sites look dull by comparison. You'll begin to see that the better sites are focusing on adding more collaborative services and will be trying hard to build a community among their customers. **This is a big part of Ebay - building communities of interest, and as a strategy pay attention to what draws interest among the sites visited.**

How a community network might relate to stimulating the local market for your Ecommerce web page should be of interest to you. In the past, Ecommerce enterprises focused on making money and community networks focused on providing for the social good, and they appeared to have little in common. But today the trends are toward merging the social and economic value that networking makes possible. **Ecommerce sites seek to build communities, and community networks are focusing on economic development.**

Have you seen that ad on TV: "More than just a credit card - it is a relationship!" Or Gateway.com's ad "You've got a friend in the business!" You'll soon see a flurry of similar ads; watch for them.

In the hands-on activities below you'll review multiple cooperative and incubator models. A variety of services can provide the technical expertise to create your own cooperative or incubator, but costs and features vary widely. Take the time for comparative shopping!

Hands-on Activities

1. Explore the following cooperatives and resources:

- **IdahoMarket.com**
A basic Ecommerce Mall model for businesses.
www.idahomarket.com
- **Women's Rural Economic Network**
<http://www.wrencommunity.org>
<http://www.shopthewrens.com>
Collectively Making the Ordinary Extraordinary.
A wonderful model involving over 500 rural women entrepreneurs! Note how effectively they provide online support services and links to collected resources.
- **Women's Economic Self-sufficiency Team (WESST) Artisans, Taos, NM**
<http://www.wesstartisans.com/> Rural women artists' web sites. Recently featured as a case study of success.
- **Food Ventures Web Site**
<http://www.acenetworks.org>
A successful food products rural cooperative from Appalachia. Note their wide range of support services, collected resources, and grant-funded

programs.

- **Central Oregon Regional Network**
<http://www.centraloregon.org>
This is an example of a regional community economic development web site. Note the wide range of collected resources. Look to see if this site reflects widespread citizen involvement.
- **La Plaza Telecommunity**
<http://www.laplaza.org>
The first web-based rural community network and home of many outstanding innovations. Their main source of revenue is their role as Internet Service Provider. Note their wireless Internet services. Located in Taos, New Mexico.
- **Native American Artist's Web Sites**
<http://www.indianvillage.com>
Free Ecommerce sites for Native American artists. A great example of how easy it can be to get an Ecommerce site up and going. **This would be a model to consider replicating in your community!** The Indian Arts and Crafts Association is a co-sponsor. <http://www.iaca.com>
- **Eastern Idaho Economic Development**
<http://eastidaho.org>
Currently being redesigned, this regional economic development initiative primarily serves to promote the region by attracting new businesses.
- **YourTown.net**
<http://www.yourtown.net>
Here's a business to help communities generate multiple web sites based on templates. Many such services exist. Another would be <http://www.mediaspangroup.com>.
- **Mystateusa.com**
<http://www.mystateusa.com>
Based in Boise, Idaho, this company helps communities create web sites showcasing local Ecommerce businesses and much more.
- **Americans Communicating Electronically**
<http://www.ace.org>
A USDA Economic and Development Systems initiative. Links to federal programs, funding, 4H youth programs, and related diverse resources from USDA. Note the **link to the E-team entrepreneurship curriculum** and the link to <http://www.workers.gov>

- **YoungBiz.com**
<http://youngbiz.com>
Free Ebusiness sites and training for youth!
 - **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens!
2. **Explore the virtual incubators below and then search for more using the following search commands. Create your own hotlist of incubators and web cooperatives.**
- Go to any search engine and enter "virtual incubator" or "ecommerce incubator" or "ecommerce training" or "web malls" and other original combinations, and include the quotes! Recommended search engines are <http://google.com>, <http://dogpile.com> (searches many search engines at once, automatically) and <http://aj.com> (allows typing in a question for automatic searches.) Explore and experiment.**
- **Idaho Virtual Incubator**
<http://www.idahovirtualincubator.org>
Select the link to businesses to see Ecommerce examples. Other Idaho Economic Development resources and more are on their "**Additional Resources**" listing at <http://www.idahovirtualincubator.org/links/> Follow the links to the Idaho Small Business Development Center, and their other links listing. Additional Idaho resources are provided by the State Department of Commerce and others.
 - **Wisconsin virtual incubator**
<http://virtualincubate.com>
Take the tour to see what you can learn.
3. **Explore the following sites and their related features and services such as free Ecommerce web sites for 30 days.**

Recognize the advantages of having an Ecommerce site at a location shared with many other Ecommerce sites. Compare the free web site offerings of six different sources to understand the similarities and differences between systems.

- **Homestead.com**
<http://homestead.com>
Very easy and inexpensive web hosting options for personal and business web pages.
- **Bigstep.com**
<http://bigstep.com>
Free Ecommerce sites for 30 days, plus many services for creating your own

E-business! They work hard to make their services easy for beginners.

- **FreemERCHANT**
<http://freemERCHANT.com>
Seems a bit more advanced. Free Ecommerce merchant accounts and much more for Ebusiness startups!
- **Amazon.com's zshops**
<http://amazon.com>
The largest e-mall which you can join. Explore to see how others are selling online. Free trial Ecommerce sites and a Merchant's Resource Center! Select zstores from the left hand menu. Auctions also available. An example of web mall where your Ecommerce page will be listed with many others. A great place to see the newest trends in online stores and Ecommerce.
- **Yahoo.com**
<http://yahoo.com>
Free Ecommerce sites for two weeks, at <http://store.yahoo.com/> and then you pay. Compare with the above offerings. An example of web mall where your Ecommerce page will be listed with many others. Review their resources on Ecommerce. Auctions available here, too. A great place to see the newest trends in online stores and Ecommerce.
- **Explore other free web page services and more**
<http://lone-eagles.com/webdev.htm> and <http://lone-eagles.com/entrelinks.htm>

Recommended Readings

Read each article once without clicking on the included supporting web addresses. Then return to explore those links that interest you.

- **Read the short Chapter One - "What is a Community Network?"**
<http://lone-eagles.com/chap1.htm> and
- **Read Chapter Six - "Rural Community E-Business Strategies, and Training Resources"** <http://lone-eagles.com/chap6.htm>
From: The Good Neighbor's Guide to Community Networking
<http://lone-eagles.com/cnguide.htm>
Eleven chapters, including a bibliography of community networking guides.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests.

Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further. Use the following Subject line in your message "Submission for Lesson Three"

2. Complete the Suggested Hands-on Learning Opportunities at Level Two - Creating Your Own Web Pages (The Power of Self-Publishing Globally)
<http://lone-eagles.com/ecommerce-web.htm> Learn the basics of Web Self-Publishing Skills, creating and posting web pages with text, images, and hyperlinks.

Optional Skillbuilders

1. List the features and costs of three or more sites offering Ecommerce web pages. Create quick web pages at several sites offering free trial web pages to evaluate their ease-of-use.
2. Read the following paper on creating community network incubators <http://lone-eagles.com/incubat.htm> List the costs and features offered by several of the companies offering community web site building services (yourtown.net, mediaspangroup.com and mystateusa.com).
3. Review and compare the LaPlaza community network, the Central Oregon Regional Community network, and the East Idaho Regional Economic Development site and post your thoughts to the listserv.
4. Review the many free web services offering schools and communities robust community networking services. See the School and Community Internet Collaboration Services section of the web-building resources master listing at <http://lone-eagles.com/webdev.htm>.

Lesson Four - Entrepreneurship Training Opportunities

Lesson Goals

- **The Strategies for Becoming a Lone Eagle Entrepreneur**
- **The Strategies to Find The Best Entrepreneurship Resources**
- **The Strategies to Find Tutorials and Training Resources on Any Topic**
- **The Strategies Behind Emerging Instructional Entrepreneurship Opportunities**

Lone Eagles, Freedom, and Independence

Imagine being able to live anywhere, either working for yourself running your own business, or working for someone else, but still able to live anywhere and set your own work schedule. More and more people are doing this. You can too! In this lesson we'll take a first look at where you might go to learn how. Later lessons will explore additional directions for you to explore the ideal of total economic independence. Can you think of anything more "American" than becoming a true Lone Eagle? **Life, liberty, and the pursuit of happiness have never been more attainable due to the opportunities the Internet puts at your fingertips.**

Some Lone Eagles are webmasters, creating web pages for local businesses. Others are photographers, writers, or graphic artists. Some Lone Eagles work for companies that allow remote telework such as insurance underwriters, medical transcriptionists, and freelance journalists. New jobs are being created all the time. **There has never been a better entrepreneurial support system than the Internet, but most people don't yet know this. You do, and that's a big advantage you can begin to apply immediately!**

"If you find a job you love, you'll never work a day in your life."

Lone Eagles, Collaborative Skills, and Lending Your Wings to Others

Becoming a successful independent entrepreneur, particularly in a rural location, typically requires careful attention to developing contacts and sustaining relationships of all kinds. If you're a quilter, you might associate regularly with other quilters, locally and globally, sharing marketing strategies and even co-marketing as a virtual community or industry cluster. If a quilter receives an order for more quilts than one person can provide, then this cluster community becomes a distributed manufacturing network with short-term partnerships which benefit everyone.

Online collaborative tools make it very easy to support others with convenience and efficiency. Supporting others in a service economy is fundamental to successful Ecommerce, as is providing online training. Developing skills for creating and sustaining effective online relationships is vital at all levels. You'll learn how by reviewing the collaborative innovations of your competition. In the hands-on activities you'll see instructional entrepreneurs selling Virtual Assistant Certifications and Skills.

Stalking The Best-of-the-Best Opportunities and Training

It is easy to feel that all the good ideas have been taken and that being in a rural location you're out-of-the-loop regarding being able to lock onto real entrepreneurial opportunities. But, this is actually far from the truth. Through the Internet you literally have the world at your fingertips: If you so choose, you can easily peek in on an unlimited number of innovations and resources.

Knowing where to go to find cutting edge Internet entrepreneurial applications, although essential, isn't as hard as you might first guess. Many exciting entrepreneurial training resources already exist, and because the Internet is so new, there are still an unlimited number of genuine opportunities waiting for you. What is working in one rural community just might work in your community, too. Keep an eagle-eye out for these specific opportunities. Cultivate an outgoing positive attitude and be continually exploring. **Often, you won't know what you're looking for until you find it. That's serendipity!**

Consider how your new part-time job will allocate a specific amount of time per day or per week to specifically explore entrepreneurial training resources and find stories about successful Internet entrepreneurs. **Your Innovative Tenacity** must keep you in a proactive mode - **getting out and about** - to stay current. Don't let frustration from information overload inhibit your outreach and exploration activities.

Much of what's out there is old news, anyway, and as you gain more experience, you'll recognize this for yourself and will feel far less overwhelmed. Everything on the Internet is in a state of constant change. New opportunities are created daily. **Tuning into emerging trends is a specific strategy for unlocking new opportunities.**

Self-directed Internet learning is an essential skill for employability. Many of those employed in computer and Internet-related jobs had no formal training. They just developed their ability to use computers and the Internet for just-in-time learning as needs arose. When asked if they thought they could learn something new, they responded **"Yes, of course!"** and were hired. **The world is rapidly changing. Many good jobs require employees to be able to learn what's needed, when it's needed, and won't know until the time arrives what exactly needs to be learned.**

Everyone must become both learner and teacher, consumer and producer, all the time.

A Strategy for Keeping Your Resource Listings Current

The hands-on activities for this lesson will lead you to entrepreneurship training resources at a variety of learning levels - from very easy to more complicated. Collect those at the level most appropriate to you. Since the better resource sites have spent much time and money creating quality current listings of related resources, you're advised to take advantage of their hard work by realizing that at many such sites their BEST resources will often be their listing of **"Other Resources."**

The quality of this listing will say a lot about the sponsoring site. If resources are skimpy and/or not kept current, this reflects poorly on the sponsor. On the other hand, since they don't necessarily want to encourage you to leave their site for what might be considered competitive sites, often the listing of other resources is not emphasized, no matter how extensive it may be. Be aware that though they may sometimes be difficult to find, listings of other resources are present at most sites. **If you create a hotlist of links to the best "Other Resources" listings that are kept current on multiple sites, then you'll benefit from someone else keeping your best-of-the-best listings up-to-date. Try it. It works!**

Lone Eagles Learn to Teach From Any Beach

Instructional entrepreneurship is a growing trend related to how people can quickly learn the most beneficial new skills with the least investment of time and effort. In the Hands-on Activities for this lesson you'll discover how to find free online tutorials and lessons on nearly anything you might want to learn. Best of all, you'll see multiple businesses selling knowledge and skills in competition to provide you with the best benefits for the least investment of money, time and effort.

Hands-on Activities

Hundreds of hours have already been spent gathering the following "best" resources, from which you can invest your time to create your own "best-of-the-best" listings. First spend just a few minutes at each site to gain a quick overview, and then return to those sites which stimulated the greatest interest. Peek at their "Other Resources" listings and consider collecting the links to these listings.

1. Review the following and add your favorite discoveries to your collection

- **Entrepreneur's Edge**
<http://edge.lowe.org>
"Championing the entrepreneurial spirit! Learn how to be a successful entrepreneur! From the Edward Lowe Foundation. Select "Start-up Resources" for the motherlode.
- **The 'E' in Me",**
http://www.ait.net/products/e_in_me/
Select the link to Online Resources for a rich listing. Hosted by the Kauffman Center for Entrepreneurial Leadership, <http://www.emkf.org/>
- **Entreworld**
<http://www.entreworld.org>
Select Media Resource Center, then Entrepreneurship Quick Facts
- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living. Select "Resources" for a directory of home-based business support organizations listed by state and country.
- **Home Office Association of America**
<http://www.hoaa.com>
SoHo (Small Office/Home Office Resources;) Excellent! See their resource links!
- **E-Team Ebusiness Training Resources**
<http://www.ext.msstate.edu/srdc/e-team/>
Sponsored by four regional rural development organizations, site includes resources to promote research and outreach education associated with electronic business issues. Click on the Sector Specific Resources, and the Basic Curriculum in addition to "links." From "Americans Communicating Electronically" <http://www.ace.org>
A USDA Economic and Development Systems initiative.
- **Netpreneur.org**
<http://netpreneur.org>
The best regional entrepreneurship site in the country, from Washington DC - the most electronically wired, educated, wealthy, and politically charged community in the world. Here are sophisticated and advanced resources for learning how to grow an online business. **See the Research Desk at** <http://netpreneur.org/Resources/researchdesk.html>
- **CEO Express; Business Resources**
<http://www.ceoexpress.com/default.asp>
Designed by a busy executive, for busy executives. A portal for keeping current.

- **Center for Entrepreneurship - University of Colorado**
<http://bus.colorado.edu/centers/entrep/home.htm>
- **More at** <http://lone-eagles.com/entrelinks.htm> and <http://lone-eagles.com/entrelinks2.htm>

Instructional Entrepreneurship

- **FreeAgent**
<http://www.freeagent.com>
Free tutorial on becoming a free agent, and many exciting related services. Robust resources to learn how you, too, can become a free agent "knowledge worker!"
- **Janet L. Jordan, Master Virtual Assistant**
<http://www.DallasMVA.com>
<http://www.VirtualAssistanceU.com>
<http://www.VACertification.com>
"I am a master virtual assistant, certified by VACertification.com, with a very successful VA practice and five years of training experience prior to starting VAU. My passion is to help others launch their own home-based VA practices. It is a labor of love and not money-driven. The cost of our 16-week program is very affordable (\$750) with most participants qualifying for 50% partial scholarships. Feel free to contact me should you have any questions. My tollfree number is 1-866-362-4548."
- **Virtual Support Services**
<http://vsscyberoffice.com>
Training offered by an Alaskan entrepreneur for becoming a virtual assistant.
- **Assist U - Learn to be a virtual assistant**
<http://www.assistu.com>
Training offered by an entrepreneur for becoming a virtual assistant.
Expensive - \$2500.
- **Fatbrain**
<http://www.fatbrain.com>
Upload your writings for sale via this cooperative marketing and profit-sharing model.

Review Lone Eagle Consulting's Best Online Learning Resources

- **Self-Directed Learning and Adult Literacy Web Tour**
<http://lone-eagles.com/webtour7.htm>
- **Free Learning and Other Freebies Web Tour**
<http://lone-eagles.com/freebies.htm>

- **Online Courses and Learning Pathways**

<http://lone-eagles.com/self.htm>

- **K-12 Online Courses**

<http://lone-eagles.com/courses.htm>

- **Internet Training Resources**

<http://lone-eagles.com/training.htm>

2. Find Free Online Tutorials on Nearly Any Topic

To find tutorials on email, search for: email AND tutorial* The asterisk (*) is a truncation character which means items will be retrieved which have anything that begins with the core prefix before the asterisk (*); for example: tutorial and tutorials, etc.

Substitute any word for email and you'll be surprised on what you'll find. Try substituting the words **lesson** and/or **course** for the word tutorial. **Experiment with logical variations.**

To look for genealogy tutorials...

Try this: genealogy AND tutorial*

Try again substituting tutorial* with class*, then course*, then lesson*

Learning advanced searching allows you to do all of these at once. Try: genealogy AND (lesson* OR tutorial* OR course* OR class*) Note: Include the brackets.

The more you noodle around and experiment, the more you'll learn.

3. Cut-and-Paste Your Own Collection of the Best-of-the-Best from reviewing the "Other Resources" listings for several of the sites in the web tour presented in this lesson.

Consider posting your web tour on the web to share with others at one of the sites offering free webpages. If you don't know how, it's easy. Experiment with the sites presented in Lesson 3 and see what you can learn. (You're becoming a self-directed Internet Learner!)

Recommended Readings

Read each article without clicking on the included supporting web addresses. Then return to explore those links that interest you.

- **The Future of Community Development - Make the Living You Want Living Wherever You Want**

<http://lone-eagles.com/comdev.htm>

Published September 2001 in "Future Courses - A Compendium of Thought about Education, Technology, and The Future" by Jason Ohler. Published by Technos Press <http://www.technos.net>

- **Lone Eagles Learn to Teach From Any Beach**
<http://lone-eagles.com/eagle.htm>
Published in Technology Horizons Journal, Nov. '99 Related to the entrepreneurial potential of being able to teach anyone, anywhere, anything, anytime.

Review briefly the resources at

- **Community Internet Empowerment Resources for Rural Idaho Communities**
<http://lone-eagles.com/ruralempowerment.htm>
Articles and resources to support rural community visioning for sustainability. Read the last two pages.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify that you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further. Use the following Subject line in your message "Submission for Lesson Four."

2. **Complete the Suggested Hands-on Learning Opportunities at**

Level Three - Communicating and Working Together (The Power of Building Learning Communities Through Internet Collaboration)
<http://lone-eagles.com/ecommerce-email.htm>

Optional Skillbuilders

1. Create a hotlist of entrepreneurship learning resources or for a topic of interest to you, just to see how amazingly easy this can be!
2. Compare the costs and quality of the three Virtual Assistant offerings in the Instructional Entrepreneurship section above.
3. Take the time to explore the Lone Eagle Listings of instructional resources above.

Lesson Five - Community Economic Development Strategies

Lesson Goals

- **The Strategies Behind Lone Eagle Telework, Telecommuting, and Telecomputing**
- **The Smartest Strategies For Creating Measurably Smart Communities**
- **The Strategies for Corporate Relocations and Individual Entrepreneurship**
- **The Strategic Differences Behind Volume, Value, and Human Bandwidth Benefits**

Telecommuting and Telework Opportunities

Telework can become a community economic strategy as well as an individual work strategy. Many communities are seeing that a community-wide initiative to develop citizens' skills can become a valid economic development initiative. Communities can promote a skilled citizenry as an available skills pool to attract corporate relocations. At issue is how can both individuals and communities most quickly elevate their skills level and put it on public display?

Training certification programs, such as this course, can support community-specific listings of electronic portfolio resumes for all citizens showcasing their skills, achievements, and willingness to receive additional training. Individuals who have shown the initiative to complete the certification training and post their electronic portfolio resumes will stand a much better chance for employment than those who have not. **Having demonstrated your ability to learn online puts you in a likely position for future online training. Communities who are savvy enough to host electronic portfolio resumes online will stand out as innovative and "Ready!"**

More and more businesses are realizing that rural teleworkers offer

- **less turnover**
- **a higher work ethic**
- **fewer missed work days**
- **and will often work for lower wages than their urban counterparts.**

La Grande, Oregon, received over fifty telework jobs by finding funding to install fiber optics as part of a partnership with a Portland-based healthcare organization. With the fiber optic connections, local workers became teleworkers telecommuting to work for the Portland headquarters.

Telework is a term that relates to work performed via telecommunications. Telecommuting is a term that relates to commuting to work via telecommunications. Telecomputing is a term that relates to working on a computer via telecommunications. All mean roughly the same thing. Be aware that many businesses have resisted hiring employees for telework for many years because they are unfamiliar with managing employees who are out-of-sight. There has to be a degree of trust, effective work performance measures, and sometimes also regular meetings face-to-face to maintain these working relationships.

Employers are finding the higher quality workers are demanding this type of flexible work arrangement as a condition for employment. **Your strategy should be to learn as much as you can about what's actually working regarding telework opportunities and where you can find the best training, support, and job-finding resources. The web tour presented in this lesson will present an initial exposure to telework and telecommuting resources.**

Smart Communities - Require More Than Just a Snappy Name

Just a few years ago there were many new initiatives touting the term "smart community." But, the term has been overused and many now recognize that being a smart community is far more difficult than just calling themselves a "smart community." The original assumption was that if high speed Internet was brought to a community, it would be obvious how to use it in clever ways to produce measurable benefits. **These smart communities became smarter by realizing - IT IS NOT OBVIOUS - how to leverage measurable benefits from faster Internet connections.**

It is an important fact to recognize that easy access to local dial-up Internet didn't result in the anticipated benefits. Avid local collaboration through the efficiencies of electronic mail did not occur as hoped, and volumes of quality entrepreneurial resources didn't quickly appear on local community web sites. In fact, many existing community networks advocating the benefits of the Internet actually were shut down due to lack of local support. **A smart community is one that has a real strategy to create an inspired and motivated learning community.**

The subtle truth is that you need to have both a vision and a plan for how any given infrastructure can be best utilized. Many communities have developed the attitude that the Internet is a toy best suited for kids with time to kill. Attitudes can be a major factor in whether or not any level of Internet access is put to good use. Would those in your community agree, or disagree, with the following statement? "We've yet to see a rural community benefit significantly from use of the Internet." **The fact that we're short on stories of communities who empowered themselves through local dial-up suggests that something more than just faster Internet connections are needed to see real economic development occur.**

Corporate Relocations Vs. Developing Local Entrepreneurs

Community planners would generally like to see robust economic development to generate tax revenues and a strong local economy. There are 26,000 communities competing for an average of 400 corporate relocations each year. But, in contrast, the majority of new jobs and economic growth comes from small businesses which produce over 80 percent of our international exports. While it might be a nice idea to attract a big company which might hire and train hundreds in your community, your odds may be much better investing in local entrepreneurs and small businesses. **The current trend, however, has focused on attracting corporate relocations, not on developing local skills or aspiring entrepreneurs. Both strategies can, and should, be developed together.**

Small businesses run by entrepreneurs account for 70 percent of current economic growth in the U.S. There are 100,000 call centers in the U. S., but the six largest call center companies have just moved their operations to India where 50,000+ citizens are learning to speak with an American accent. If a company comes to town, there will be no guarantee they will stay. However, **developing your local entrepreneurs is much more likely to bring economic stability for the long term.**

Five years ago, local dial-up Internet was expected to be the key to economic development, but did this turn out to be true? Emphatically, "No!" Though the potential was indeed there, much of it was missed, because it was not recognized and promoted. Today, we hear that broadband is considered to be the key to economic development. Can you detail how you would use broadband compared to local dial-up Internet? **Be wary of promises and assumptions: work from the facts and proven measurable outcomes.**

Internet Infrastructure and Bandwidth Issues

One common strategy is to install fast Internet infrastructure to attract corporate relocations and Internet entrepreneurs. The speed of Internet connections is referred to as bandwidth. Dial-up modems typically have low bandwidth; fiber optics deliver very high bandwidth. **It is true that broadband applications will best evolve after everyone has convenient access in the home and in the workplace.** (The term "broadband" generally means far faster Internet than dial-up services offer.) But, you should always ask for specific numbers as broadband is too general a term to hold much specific meaning anymore.

A local telecenter with fiber optics can allow any business located within that telecenter direct access to extremely fast Internet speeds. Anyone else will need to dig a trench to lay fiber to their location. This is often prohibitively expensive. Increasingly, **wireless options present a more cost-effective alternative for distributing fast Internet access than wired options.**

Faster Vs. Smarter

Many telecommunications companies will tell you to take their word that you should invest heavily in their high speed infrastructure products. Cisco System's commercials challenge: "Are You Ready?" While faster Internet speeds definitely open the door to additional applications, the level of benefit depends primarily on what you've learned to do with the Internet - regardless of the speed.

The smartest use of dial-up Internet connections may not be obvious. Online collaboration can be very effective regardless of Internet speeds, but requires written communication and relationship-building skills. This type of **"human bandwidth"** relates to true collaborative capacity and the speed or volume of data transport should not be considered to be equal to the value of the information sent. You might find it useful to think in terms of **"value bandwidth"** instead of just **"volume bandwidth."** Maintaining an Ecommerce web site effectively may not require more than a basic dial-up Internet connection. **Watch for examples of the many smart ways to leverage the highest levels of benefit from even the slowest of Internet connections.**

One example: Offline browsers are an example of tools that allow capturing any number of web pages for offline viewing in a manner similar to high speed Internet. Offline browsers can be used automatically to capture all new information on any number of web pages during the night. A used car dealer could use an offline browser to have all the competition's web pages automatically ready for instant viewing every morning. The newer versions of the Internet Explorer browser have this feature built in. A \$45 offline browser called Webwhacker can be downloaded for a 30-day free trial from <http://bluesquirrel.com>.

The degree of benefit from any level of Internet speed is typically more related to the level of training and thoughtful application than to Internet speeds alone. Never assume you'll figure out how you'll use an expensive infrastructure after you've invested heavily. Know beforehand exactly which specific applications will justify your investment.

The need exists to demonstrate those community applications which best justify the considerable financial investments required to provide community-wide broadband and to distinguish these from the best applications of low-bandwidth Internet access, such as local dial-up services. An accurate initial assessment of the best dial-up applications will be necessary to make a clear case for the need and role for broadband services.

A common mistake is to presume that the value of the community Internet applications are directly related to the level of bandwidth. On the contrary, other factors, such as human bandwidth, play a vital role in determining the level of benefit, regardless of the volume bandwidth. **Years of experience with Internet training of teachers have shown that if each dollar invested in infrastructure is not matched with a dollar for Internet training, the resulting seriously under-utilized infrastructure will devalue the infrastructure investment.**

Satellite and Wireless Options

There are some immediate options to consider while waiting for fiber optics to reach your front door, even if they might be short-term. A broadband satellite can bring 2-way Internet to any location in the lower 48 states for as little as \$70/month for a single PC. Other options can serve multiple PCs and businesses. As one example, the instructor for this course lives on a remote ranch with a 2-way Tachyon satellite dish. Wireless connections can be far faster than copper phonelines and the newer technologies are creating exciting economic opportunities for rural citizens. **Articles and resources for satellite and wireless solutions are at** <http://lone-eagles.com/wireless.htm>

Hands-on Activities

1. Review a sampling of the smart community guides and community networking applications listed in the following resources.

- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Select the section on "Community Networking Guides and Reports." The best ideas and resources from dozens of community networks and related organizations.
- **National Rural Development Partnership**
<http://www.rurdev.usda.gov/nrdp/index.html>
Their rural links <http://www.rurdev.usda.gov/nrdp/resources.html>
and their Rural Development Listservs!
<http://www.rurdev.usda.gov/nrdp/listserv.html>
- **Four Federal Rural Development Regional Centers**
<http://www.reeusda.gov/ecs/rrdc.htm>
Explore for rural development resources.
- **BC Smart communities**
<http://www.citismart.net/>
One company's approach to creating smart communities. They claim to have more smart resources than anyone else. See if you can find them.
- **ABCD** <http://www.nwu.edu/IPR/abcd.html>
Community Asset Mapping - services and information. An exceptionally interesting organization!
- **Economics Textbook Links**
www.econtoday.com
A web site for an economics textbook with exceptionally interesting resources.

2. Explore

- **Telecommuting Jobs Listing and How-To-Telecommute Handbook**
<http://www.tjobs.com>
Interesting focus for a home business to teach others telecommuting skills.
- **Smart Valley Telecommuting Guide**
<http://smartone.svi.org:80/PROJECTS/TCOMMUTE/TCGUIDE/HTMLVERS/tcg1.html>
A good guide from Silicon Valley
- **Mining Company Telecommuting Resources**
<http://telecommuting.miningco.com>
Note the related sites on the left-hand menu and that you're invited to ask questions of a real person.
- **Telework Tools and Telework Resources**
<http://www.energy.wsu.edu/telework/tools.htm>
Extensive resources from the University of Washington. Includes a guidebook, training manuals, and links to more such resources.
- **Teleprompt Teletraining Trial**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters.

3. Practice Your Searching

A three-minute search using "telework" as a keyword produced the following resources:

<http://www.telework.gov> from the Federal Government
<http://www.att.com/telework> from AT&T
<http://www.telework.com> <http://telecommute.org> <http://www.intelework.com> as businesses and <http://www.telework.ch> for International telework information in German, click on the English button.
<http://www.ivc.ca/webring.html> International telework webring listing. See what you can find for telecommuting, telecomputing, AND training, tutorials, courses and/or lessons.

Recommended Readings

Read each article once without clicking on the presented web addresses. Then return to explore those links that interest you.

- **Read last 2 pages of Rural Community Internet Empowerment**
<http://lone-eagles.com/ruralempowerment.htm>
- **The Idaho Ecommerce Homesteader's Cooperative**
<http://lone-eagles.com/homestead.htm>
A grant template for Idaho communities with the potential to become a statewide initiative.

- **An Executive Overview for Project Planners on the Hard Questions for Community Internet Empowerment**
<http://lone-eagles.com/overview.htm>
A hard look at what's not obvious for planning a successful community project.
- **Review the Community Networking Guides listed in chapter 11**
<http://lone-eagles.com/chap11.htm> from **The Good Neighbor's Guide to Community Networking** <http://lone-eagles.com/cnguide.htm>.
- **An Introduction to Internet Connectivity Solutions**
<http://www.schoolsonline.org/resources/index.htm>
Scroll to the technology section and select the **Schools Online Connectivity Guide**. Written by Steve Cisler regarding school connectivity, but very helpful regarding community connectivity.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt.
Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests.
Verify that you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.
Use the following Subject line in your message "Submission for Lesson Five"
2. **Learn about Mentoring as an Essential Internet Skill**

Level Four - Learning-to-Earn for Sustainable Communities
(The Power of Building Online Communities)
<http://lone-eagles.com/ecommerce-mentor.htm>
3. Post the best telework resource you've found during this lesson to the class listserv.
Please post only original resources not already listed in this lesson.

Lesson Six - Ecommerce and Building Collaborative Capacity

Lesson Goals

- **The Strategies Behind Understanding Rural Innovation Diffusion**
- **The Strategies for Growing Local and Global Collaborative Capacity**
- **The Strategic Lessons Learned from the History of Community Networking**
- **The Strategies Behind Grantwriting to Win Funding for Community Projects**

Understanding Rural Innovation Diffusion

If suddenly we all shared the same vision for the power at our fingertips and understood how collaborative capacity can dramatically empower individuals, communities, and businesses - the world would be a very different place. **Understanding how innovations diffuse across communities over time and how shared ideas develop is fundamental to developing strategies based on the accelerating evolution of innovation and ideas which are historically unique to the modern day.**

Changing Our Behavior and Walking-the-Walk

The history of community networking shows that broadly sharing a tangible vision has its challenges, but the potential and the need has never been greater. Corporations are now scrambling to develop their internal skills for online collaboration and online learning into intellectual and human capital advantages. Much can be learned by shadowing what the major corporations have learned about what they have yet to learn - and master. For years we've heard many businesses and organizations "talk-the-talk" about the benefits of online communications, but now corporations are finding they'll have to "**walk-the-walk**" if they are to keep abreast of their competition. **Changing human communications behavior is not easy.**

Lifestyle Concerns Vs. "Business at the Speed of Thought"

Bill Gates wrote a book titled Business at the Speed of Thought. There is no upper limit to how efficiently business and learning can be conducted with global high-speed access between business partners and, eventually, consumers. At the same time, rural citizens in particular will question the issue of lifestyle. Many abhor a ringing cell phone at their side every moment. Others resent being pressured with having to make

instant decisions. Collaborating with others to share information can make for a lighter load for all concerned, as a key strategy for dealing with information overload and the challenges of staying current. **There are real issues and tensions here, but finding a workable collaborative balance is possible, if not inevitably necessary.**

Building on Lessons Learned from Ten Years of Innovation

Over the past ten years there have been hundreds of community networking projects, most of which no longer exist. New community projects are regularly appearing, hopefully based on the lessons learned from past projects. Corporate and Ecommerce strategic initiatives to define and grow collaborative capacity are growing, as well. Those which prove to be most successful, whether businesses or communities, will be the big winners over the coming decades as social and economic value is strengthened by effective ongoing sharing of the highest-value knowledge to meet their most urgent needs. **Themes of inclusion, loyalty, cooperatives, purposeful community service, supporting global causes, and sharing the wealth are likely to dominate.**

The issue of how best to support people using information technology to create value and capacity relates to both community sustainability and growing new business opportunities. As our sense of traditional community bonds decline, particularly in urban areas, the need for a supportive community is likely to re-emerge in the form of virtual communities of shared interest. **In rural communities, the opportunity is perhaps greater to use collaborative tools to reinforce community bonds, but this will depend on the vision and behaviors of rural citizens.**

Possibly the most important lesson learned is people will only collaborate around a specific purpose or goal. Be prepared to answer their question: **"What's in it for me?"** Virtual online communities of interest will become increasingly important for sustaining both traditional communities and Ecommerce communities.

Grantwriting Skills

Whether writing a grant proposal to create a business or to create a community networking project - the key is to be clear as to the specifics of your action plan. There is more money available than there are great well-articulated ideas. In the hands-on activities and readings for this lesson you'll be in a position to learn from the extensive efforts of others. **While many had a wonderful vision, far fewer were effective sharing that vision to engage others to create sustainable benefit.**

Hands-on Activities

1. **Review Lessons Learned from Ten Years of Community Networking Innovations**
 - **A Chapter on Lessons Learned from "The Good Neighbor's Guide to Community Networking"**
<http://lone-eagles.com/chap10.htm>
Build on the lessons learned by others.

- **Read and explore the links at Building Collaborative Capacity**
<http://lone-eagles.com/capacity.htm>
- **Explore: A Community Networking Applications Web Tour of educational, business, healthcare, and electronic democracy applications**
<http://lone-eagles.com/aspen.htm>
Review the innovations of many early pioneers of community networking.
- **Review the school and community free collaborative services listed**
at <http://lone-eagles.com/curric.htm>
Consider the growing importance of a shared community vision. Many free collaborative tools and services allow parents, teachers, students, and administrators the opportunity for creating their own community network, including free web pages, gradebooks, calendars, and much more.
- **Take the Electronic Democracy WebTour**
<http://lone-eagles.com/democracy.htm>
Consider the higher purposes for creating a learning community - creating a truly educated democratic society! The highlights are the **Virtual Activist Curriculum** found on the homepage for <http://netaction.org>, and the WebActive search engine at <http://webactive.com> for searching over 2000 websites dedicated to specific causes and purposeful collaboration.

2. Learn About Grantwriting

- A. **Read the Grantwriting Tips, and Review Tutorials, and Funding Sources for Rural Communities** <http://lone-eagles.com/granthelp.htm>
- B. **Read one or more of the following grant proposals to get an idea of tangible community activities as well as the structure of a proposal.**
 - **The Idaho Ecommerce Homesteader's Cooperative**
<http://lone-eagles.com/homestead.htm>
A community grant template written in association with this course specifically for use by Idaho communities. You're welcome to use this to create your own community grant proposal.

An earlier version written for Alpine, Texas is at <http://lone-eagles.com/alpine2.htm> and another version written for Alaskan Native Villages is at <http://lone-eagles.com/northstar.htm>
 - **The Community Bootstrap Initiative "Doing for Ourselves-Together"** <http://lone-eagles.com/articles/boot2.htm>
A grant proposal model to consider adapting for your community.
 - **Culture Club – Community content and self-publishing** to address the global need for culturally appropriate Internet training visions and resources. Includes a Lone Eagles Apprenticeship Ecommerce program.
<http://lone-eagles.com/cultureclub.htm>

For similar themes to seed your brainstorming see also

<http://lone-eagles.com/trainers.htm> and <http://lone-eagles.com/youth.htm>

- **Youth-Driven Community Internet Awareness Initiatives** are described in **Chapter Seven** <http://lone-eagles.com/chap7.htm> from the **"Good Neighbor's Guide to Community Networking"** <http://lone-eagles.com/cnguide.htm>
- **Creating a Community Self-help Internet Empowerment Model** <http://lone-eagles.com/taosvisions.htm>. A concept paper with many fundable ideas written for the Taos, NM Kellogg MIRA project participants, complete with grant template URLs. For more on the MIRA projects model for community Internet workshops see <http://lone-eagles.com/miramodel.htm>
- **Youth-driven Cultural Community-Building** <http://lone-eagles.com/bartsgrant.htm>
A recent grant written for Alaskan Villages.

Recommended Readings

Read each article once without clicking on the presented web addresses then return to explore those links that interest you.

- **Innovation Diffusion - Looking at the Process of Change**
<http://lone-eagles.com/innovation.htm>
Understanding how we adapt to change.
- **Bringing Ideas Into Being**
<http://lone-eagles.com/ideas.htm>
Ideas are real things. Democracy is an example. Making them live and grow can present challenges.
- **Chapters 4 " Starting a Community Network; How to Get and Use the Tools"** <http://lone-eagles.com/chap4.htm>
From the Good Neighbor's Guide to Community Networking
<http://lone-eagles.com/cnguide.htm>
Steps toward creating a community network and lessons learned from past efforts.
- **Making the Missing Connections... A Wake-up Call Regarding True Community Internet Empowerment**
<http://lone-eagles.com/wake-up-call.htm>
A realistic view of issues to be considered when considering implementation of Community Internet projects.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests.

Verify that you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Six"

2. Send your instructor a half-page description of the ideal community project you feel would actually work best for your community.

Optional Skillbuilders

1. Review the lesson on grantwriting at <http://lone-eagles.com/asdn18.htm>.
2. Find the book on "Innovation Diffusion" at <http://amazon.com> or at your local library.

Lesson Seven - Keeping Current on Competition and New Markets

Lesson Goals

- **To Develop a Personal Strategy for Learning From Your Competition**
- **To Develop a Strategy to Identify New Markets and Products**
- **Strategies for Community Programs to Grow Your Local Market**
- **To Establish a Strategy for a Local Online Community and Collaboration Plan**

Learn to Monitor Your Competition Regularly

If you're in a rural area but have access to the Internet there's no reason you can't be as informed as someone in a big city. But, you have to be proactive and get out and about to see how others are succeeding. In your own community there may be innovations and successful web entrepreneurs that you don't know about. In this lesson you'll explore how to identify local web Ecommerce successes and opportunities.

As you may appreciate, most rural people are not Internet wizards like you. **A business opportunity might be for you to show others how you can help them get their business online, or learn how similar businesses are using the web.**

Searching for What Is Already Working

As people grow more comfortable using the Internet, new markets for products and services will naturally emerge. While many businesses are spending huge amounts of money on research, collecting resources, and building web-based collaborative tools and strategies, you will be able to directly benefit by simply reviewing their best online strategies. However secretive they might be initially, at some point they will have to present their best strategies on the web. **Ecommerce businesses monitor each other carefully. They are alert to borrow ideas that are just beginning to demonstrate a positive return.**

Online Collaboration as a Strategy

There are many websites which focus on providing current market research. Many offer listservs focused on sharing strategies for specific market clusters. If wood products, for example, is your niche, you need to identify with whom you can collaborate to share co-marketing solutions and news on trends. Cisco Systems calls this **"coop-etition"** to differentiate from the traditional forms of industrial age competition. For example, Big Sky Carvers produce carved wooden ducks for an international market, and have partnered with other producers to expand their marketing impact.
<http://www.bigskycarvers.com/>

Today, the time required to go from an idea to a marketable product is dramatically shorter than it has ever been. Online collaboration, computer-based manufacturing, and the advantage of being first-to-market have accelerated your competition's ability to move quickly. Your own ability to work smarter and faster is not as dependent on your ability to invest large sums of money as much as it is to adopt new business behaviors and practices. This is a big advantage for rural entrepreneurs. **Thinking "outside the box"** is a cliché well worth emulating. **The global economy is being increasingly driven by the proliferation and sharing of new knowledge, the generation of new ideas, and facilitation of effective collaborations.**

Your own personal strategy should be regularly to review your competition locally, regionally, and globally to borrow their innovative strategies.

Developing Community Collaborative Capacity

The more we learn to leverage the efficiencies of online collaboration, the more powerful this new collaborative capacity becomes. Community programs which raise local awareness about the best applications of collaborative tools can also grow a local market for a wide range of new products and services. As geographical communities, or as virtual communities of interest, we have the opportunity for developing profoundly powerful local and global collaborative capacity. But, **a shared vision and an action plan for the collective will of the community is required.**

In the hands-on activities below you'll review a number of state-of-the-art businesses. They come and go, but most can do amazing things for your business, requiring little technical knowledge on your part. Note many look rather alike. You can bet they watch each other's sites carefully and when one posts an innovation their competition is likely to post similar innovations almost immediately as their own vital strategy to stay competitive. **Monitoring the ads in Ecommerce magazines like Business 2.0**
<http://www.business2.com> **is a good strategy for keeping current on what's hot with new web-based Ecommerce site innovations, particularly regarding collaboration.**

Hands-on Activities

1. Review the following services related to business collaboration and training.

- **Smartforce**
<http://smartforce.com>
A leader in the field.
- **Webex**
<http://webex.com>
Outstanding model of excellence.
- **Kikos**
http://www.kiko2.com/html/products/content_creation.jsp
An easy-to-use set of online publishing tools that requires no training or HTML expertise -- lets you develop interactive Web documents that give you insight into your employees' understanding and knowledge.
- **CentraNow**
<http://centranow.com>
"Redefining Elearning and Collaboration" Internet-based voice-based services, conference calls, and more! Free E-meeting Trials!
- **Astound**
<http://astound.com>
Free trials for audio-conferencing via Internet, and more!
- **Expert City**
<http://expertcity.com>
Connect with experts for advice.
- **Development Space**
<http://www.developmentspace.com>
The application of Ebay to Internet aid. Consultants sought.
- **Global Development Gateway**
<http://www.developmentgateway.org>
International consultants registry, and more.
- **WR Hambrecht and Co. Brokers**
<http://wrhambrecht.com>
Select "Research" and find the latest corporate Elearning Market report.
- **The Pacific Institute**
<http://loutice.com>
Changing the way you think. Corporate training.

- **Interland**
<http://interland.com>
"We make the web work for you."
 - **Wholetree Ecommerce Language Translation**
<http://wholetree.com>
"Engineered Multilingual Solutions" Services for going global!
 - **Talkcity.com**
<http://business.talkcity.com>
Building communities for businesses online. Tutorials and tools available!
2. **To find online businesses in your own community search** for "your town, your state, your zipcode" and keep a listing. Is anyone keeping a directory of local online businesses in your community? If there are multiple listings, create a listing of the best of these. If no one locally is maintaining a listing, perhaps you can start one and turn it into a business!
 3. **Create your own web conference and/or listserv** among your peers for regular sharing of information. <http://groups.yahoo.com> Other free resources at <http://lone-eagles.com/webdev.htm>

Recommended Readings

Read each article once without clicking on the presented web addresses. Then return to explore those links that interest you.

- **Ten Collaborative Internet Tools**
<http://lone-eagles.com/tencollab.htm>
While this was written for educators, it applies to everyone learning to collaborate.
- **Explore the tools at** <http://lone-eagles.com/collab.htm> and <http://lone-eagles.com/media.htm>

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Seven."

2. Send your instructor a half-page description of the ideal community project you feel would actually work best for your community.

Optional Skillbuilders

1. Explore more on collaboration at <http://lone-eagles.com/curr4.htm>
2. Find a listserv related to your business from the listserv directories listed at <http://lone-eagles.com/collab.htm>

Lesson Eight - Employment Opportunities in a Knowledge-Based Economy

Lesson Goals

- **The Strategies Behind Building a Quality Electronic Portfolio Resume**
- **The Strategies for Quickly Establishing Work Experience Through Volunteerism**
- **The Strategies for Effective Marketing of Your Skills and Talents**
- **The Strategies for Finding New Career and Job Possibilities**

Finding Jobs Through the Internet

If you can read, write, type, are comfortable with computers, and are willing to learn new things, you're highly employable! Extensive resources on careers are online as well as job-finding sites that allow free posting of resumes and many sophisticated features. In this lesson you'll receive an overview of what's available. **You'll review templates for creating an online resume, and you'll learn about jobs you never knew existed.**

New types of jobs are rapidly appearing and the more you explore, the closer you'll be to finding your dream job. In the hands-on activities for this lesson you'll explore many robust job sites offering free resume templates and posting services and much, much more. Monster.com is perhaps the leader, from which you'll get the most complete overview of available services. But, once you've created your resume, you can post it at all the sites.

Volunteerism to Build Skills for Your Resume

The more experience you can put on your resume the more employable you'll be. Consider creating an electronic portfolio web page as an online resume. If you have limited experience - consider volunteering, particularly as an online mentor - to develop and document your online collaboration and mentoring skills. See the outstanding student electronic portfolios from the Mt. Edgecumbe School at <http://www.mehs.educ.state.ak.us> and related information at <http://electronicportfolios.com> **Make a point to review the sample resumes and**

resume templates at as many of the job sites as you can so you'll develop a clear idea of what a competitive resume looks like.

Cisco Systems trained 180,000 students in over 84 countries to be network technicians through their Cisco Networking Academy program. But, Cisco doesn't yet offer training for the other 99 percent of us who need training for the community applications these networks make possible. Many community Internet awareness project ideas are detailed below, which you're welcome to use without restriction to win funding for your own community projects. **You'll find many doable projects which require no funding, but which can be invaluable to your attempting to establish real work experience for your resumes.**

Youth Entrepreneurship Opportunities

Youth today are the technology leaders and technology change agents in our homes and communities. Many youth have created wildly successful online businesses by applying their Internet exploration skills and a good idea. In the web tour for this lesson you'll explore youth entrepreneurship resources and youth-driven community Internet awareness project models.

Instructional Entrepreneurship

As more and more people come online and identify the advantages of quality online instruction, your possibilities for creating a for-profit business delivering quality online instruction, training, and support will increase. Particularly if you're an educator, consider monitoring the rapidly emerging opportunities in both the educational and corporate training worlds. The following two short proposals will give you some ideas to build upon.

Proposal For a New Online Course for Educators

An online graduate level recertification course for educators will be created to bring together the leadership potential of the educational community: administrators, teachers, parents, and students, to identify how education relates to success in the "knowledge age" with emphasis on social entrepreneurship. "Social entrepreneurship" is literally the convergence of education and economic development in the emerging service economy. The sheer numbers of citizens of all ages involved in the educational community suggests strongly that they play a significant role in leading this community education initiative.

The Community Bootstrap Academy project will integrate the following unique online course "Building Learning Communities" for educators. It creates web-based, project-based learning units to be used as models of student activity engaging local citizens in creating a community vision. These activities will include tangible steps forward for designing local web-based content, and collaborative activities, around the theme of "Building a 21st Century Learning Community". Included are the

specific methodologies exploring how Internet resources and collaborative capabilities can be applied to developing both local and global citizenship, service learning projects, and youth Ecommerce entrepreneurship.

Building Learning Communities: Creating Social and Economic Value in the Knowledge Age

Course Description: Learn how to integrate the teaching of citizenship, character education, web-authoring, and Internet skills to engage students with their local community to grow a vision of their collective future. Students will identify for themselves and their community a vision for how people can learn to use the Internet to develop social and economic value. Project-based learning models and extensive existing web-based curriculum will provide students with challenges in developing their Internet self-directed learning skills. Students will use online tutorials to teach themselves how to use digital art, photography, and music for digital story-telling and multimedia presentations to communicate this vision. A student entrepreneurship challenge will focus on those Ecommerce opportunities which can provide local jobs to provide students with the option to avoid relocation upon graduation and to assure their community's future.

This three-semester credit course for educators presents a hands-on review of Internet resources and curriculum templates integrating K-12 character and citizenship education with online collaboration and creating web-based instructional content to grow local community Internet awareness. Growing successful citizens and sustainable communities in the "knowledge age" requires a K-12 leadership role for developing both local and global citizenship by teaching how to create both social and economic value.

Short-term, youth-driven, service-learning project models will be presented for creating local web-based content for their communities showcasing local and regional Ecommerce and entrepreneurial Internet innovations. These projects will help students become involved with their communities' economic development and sustainability issues. Students will learn how to win funding for their community projects from local businesses and organizations.

Educators will learn the easiest methods for creation of web-based instructional content within the context of how to teach students web-based content creation. This content includes essential knowledge worker skills such as self-directed Internet learning and online collaboration. Students will learn how helping others online can lead to instructional entrepreneurship services and businesses. Success as knowledge workers in a global knowledge economy requires a K-12 emphasis on developing the social value of students and requires they become skilled at creating and maintaining meaningful relationships both offline and online.

Whereas in the past the two concepts of the public and private sectors might have appeared to be morally at odds, in the new service economy "social entrepreneurship" is emerging as the synergy of the best of both worlds. Ecommerce entrepreneurship basic concepts will be introduced with the overriding theme of "Information condenses to knowledge, which condenses to wisdom, and VALUE is created in the knowledge age."

Introductory online units for use with students will be included as a means of integrating technology standards with writing, reading, and civic studies curriculum.

Online mini-courses designed for teachers to use with their students will provide students with their first, brief, online learning experiences. Students will then create similar brief mini-courses for other students, for which they would then mentor their peers and evaluate the outcomes. Community-building Internet applications have not kept pace with the technology. Under the theme of "Building Learning Communities," students will learn first hand how online collaboration can benefit their communities, while developing their knowledge worker skills in online groupwork and instructional entrepreneurship.

Addressing the Need

There is an immediate need to bridge the gap between the K-12 goal of creating competent citizens and the students' ability to understand the role the Internet will play, not only in economic development but also in their own future employability. The accelerating pace of change requires students to learn how to think innovatively and how to maintain awareness of successful innovations related to emerging vocational and entrepreneurial opportunities in their communities. The sustainability of communities and society depends on creating motivated lifelong learners, proactive citizens who are value-driven; (character education and service learning), innovative entrepreneurs (using the Internet), skilled collaborators, both offline and online, and citizens who are both consumers and producers, both learners and teachers, all the time.

Self-directed Internet learning skills have become essential. Strategies to make smart personal decisions require that one stays current in a world of accelerating change. Information overload from too much of the wrong kind of information is becoming an increasingly serious problem. Overcoming information overload requires becoming more skilled at being increasingly selective on specific online collaboration skills.

Citizenship education needs to include values development in the form of character education and service learning. A knowledge society and an electronic democracy require educated citizens with skills in both offline and online collaboration and articulation. Internet skills for self-directed learning and web self-publishing are required for competent citizens in a knowledge society. Our educational system needs to develop future citizens' ability to create both social and economic value in a balanced manner.

Character Education Web Tour <http://lone-eagles.com/chared.htm>

Many realistic student-driven community activities will be presented for students to initiate interaction with their community to gather content for local web display. Community awareness will be focused on proven opportunities the Internet represents. Details are available in **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>

There are many successful models of project-based learning and student creation of web-based content to benefit the local community which will be reviewed for local use in this unique course for educators. As awareness grows through the use of existing curricular models, educators will learn to use existing templates to begin to create their own

innovative curriculum. Moreover, students will also learn to use templates to create instructional experiences for students and adults in the local community. Details are available within: **Building Collaborative Capacity – A Web Tour**

<http://lone-eagles.com/capacity.htm>

Project-based Learning Project Directories

http://lone-eagles.com/projects_tour.htm

Project-based Learning Resources

<http://lone-eagles.com/pbl.htm>

Examples of Successful Youth-Driven Web Content

Competitions and Projects:

The International Cyberfair competition, <http://www.gsh.org>, describes how elementary students create web pages celebrating eight categories of local achievement.

The Community Networkers Youth Initiative <http://communitynetworkers.org>, students champion the cause of creating online content to benefit the local community

The International Thinkquest Competition, <http://www.thinkquest.org>, students internationally have created over 4,500 instructional web sites to help others learn online.

The Camp Internet Family-oriented Learning Expeditions,

<http://www.campinternet.net>, engages families with learning together how the Internet can be used for family programs.

The Global Schoolhouse Projects Directory, <http://www.gsh.org>, where teachers can post multi-classroom collaborative projects to find international partners.

At **Webquest** sites, (see <http://lone-eagles.com/capacity.htm>) curriculum templates are available for teachers and students to create online project-based learning units, often based on real-world problem-solving.

Entrepreneurship sites and cooperatives for youth and women are listed along with Ecommerce Start-up training resources and sites offering free Ecommerce web sites.

<http://lone-eagles.com/entrelinks.htm>

<http://lone-eagles.com/ruraloregon.htm>

Mentoring Models, Guides, and Resources

<http://lone-eagles.com/mentor.htm>

Building Learning Communities Resources

<http://lone-eagles.com/teled.htm>

Rural Community Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

A Community Internet Self-Empowerment Model

More and more communities are investing in Internet at higher and higher speeds. Some clarifications are emerging regarding the real challenges in producing the desired outcomes for which the technology itself presents only the first step.

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately visualize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and/or innovative skilled collaborators by creating new social and economic value for their communities. The ultimate goal is an educated democracy with citizens producing a balance of local and global contributions, working together to fight information overload, and increasing uncertainty to create a safe, happy, sustainable community.

The goal is for everyone to be motivated and empowered at the highest levels possible. Despite these high-minded goals for increasing certainty and decreasing uncertainty the corresponding potential values, the reality is most communities gravitate to the lower tier of Internet applications. It is becoming dramatically obvious that a more focused approach is needed.

Community projects are needed that can demonstrate in concrete terms how to quick-start the highest levels of community benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities don't exist, we need to create them. The resultant storytelling will inspire others to construct their own vision and a real plan for the mobilization of their own community's collective will.

A short-term community project involving educators, students, citizens, and local businesses is proposed with the goal of creating a methodology for initiating ongoing public self-assessment for community Internet empowerment and for producing local online content created by large numbers of local citizens. Many realistic student-driven community activities for students to initiate interaction with their community, to gather content for local web display, and to raise community awareness about the genuine opportunities the Internet represents are detailed at: **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>

The following three main themes can be supported in many ways depending on the unique personalities of a particular community. In one community educators and students might be in a position to demonstrate leadership, in another economic developers might create a community learning initiative.

1. **Vision: Create appreciation for the power of a shared vision for specific community benefits** potentially realized by everyone working together toward the common goal of defining how the Internet can help empower the local community. **Articulate online an ideal vision for community Internet empowerment** for your community. List online local innovations and stories of current successes, and future possibilities to inspire all who see them.
2. **Sharing Resources: Create appreciation for the value of local web posting of**

carefully selected high value Internet resources by multiple citizens for healthcare, Ecommerce, parents, women, kids, seniors, etc. **List replicable innovations and resources from other communities and Internet sources** as models to inspire local creativity and validate the potential for your community.

3. **Peer Mentoring:** Create appreciation for the role Internet can play linking citizens with each other through creation of mentoring and knowledge sharing opportunities both online and offline. **List local mentors, and the topics of expertise they offer** and create social incentives of recognition for those who share their knowledge with others. Help enlist new mentors by showing them how to gather links to create topical web resources to share with the local community. Create opportunities for people to gather in person to see what others are doing with the Internet. Make the possibilities visible to all.

Hands-on Activities

Within the following resources you will find many exciting resources for learning about new careers, job training, and online resume posting services. Be thorough in your explorations and seek out other similar online resources and keep your own listing of the best-of-the-best.

- **Monster.com**
<http://content.monster.com>
A Career Center that allows you to market your skills. Free resume posting, services for researching companies, job seeker information, and has a great section on community business.
- **Freeagent**
<http://freeagent.com>
Tutorials for becoming a free agent information technology professional.
- **Guru.com**
<http://guru.com>
Resources for marketing your services and finding work contracts.
- **Hotjobs** <http://hotjobs.com>
- **Career information, a hotlist of hotlists**
<http://lone-eagles.com/lksd-careers.htm>
Job shadowing, toolkit listings, many master listings with rich job-finding resources.
- **More at** <http://lone-eagles.com/entrelinks.htm> and <http://lone-eagles.com/entrelinks2.htm>

Youth Entrepreneurship

- **YoungBiz.com**
<http://youngbiz.com>
Free Ebusiness sites and training for youth!

- **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens!
- **Young Entrepreneur's Organization**
<http://www.yeo.org/>
- **Hotlist of Student Entrepreneurial Resources:**
<http://lone-eagles.com/entrelinks2.htm>
Wonderful listing of dozens of important resources for student entrepreneurship, home-based businesses, community service, and more!
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion dollar endowment for funding youth and entrepreneurship programs. To review their free training resources, select Entrepreneurship, then Entrepreneurship resources! Also hosting <http://www.entreworld.org>, listing extensive resources for entrepreneurs.
- **Americans Communicating Electronically**
<http://www.ace.org>
A USDA Economic and Development Systems initiative. Links to 4H and other youth programs and related diverse resources from USDA.
- **The U.S. Patent and Trademarks Office**
<http://www.uspto.gov>
- **Invention Submission Corporation**
<http://www.isc-online.com>
- **A Basic Guide to Entrepreneurship Readiness**
<http://www.makingajob.com> From the Kauffman Foundation
- **Junior Achievement**
<http://www.ja.org/newja/index.html>
Let their success be your inspiration!

Recommended Readings

- **The War Against Ignorance**
<http://lone-eagles.com/hope.htm>

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Eight."

2. Email your updated electronic portfolio resume to your instructor with the basic content you think best represents who you are, the best of what you have to offer, and the skills you've developed.
3. Post your resume on at least one of the job sites listed in this lesson and email the web address to your instructor.

Optional Skillbuilders

Explore Instructional Entrepreneurship markets at <http://www.eduventures.com> and <http://wrhambrecht.com> and <http://scnconsulting.htm>

Lesson Nine - International Trade Training Resources

Lesson Goals

- **The Strategy for Identifying Global Niche Market Opportunities**
- **To Review the Best International Trade Training Resources**
- **The Strategy to Gain Perspective on the Emerging Global Economy**
- **Third World Ecommerce - Competition or Customer?**

The Big Picture of a Global Economy

By U.S. standards, most of the world is still in poverty. Happily, new satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe - bringing the potential for new economic solutions. There are many emerging initiatives to use these new technologies to remote communities worldwide and there are already many international Ecommerce and telework resources available to you on the Internet. We are in the midst of witnessing the evolution of a new global economy. It is important to work toward thinking globally and at the same time support local community sustainability. **As a strategy for balance - Act locally, think globally.**

By posting products and/or services on the web, you can reach a global market. Many examples of rural individuals enjoying booming businesses selling unique products globally exist as models to follow. It is recommended you consider finding a global niche, something unique that you can do very well, perhaps better than anyone else. The sooner a niche is identified, the sooner your reputation can be established. **As a strategy, watch for how others are actively doing this and prepare to copy the more effective strategies.**

Third World Ecommerce - Competition or Customer?

While half the population of the planet has yet to make their first phone call, billions will soon come onto the Internet. You now have the power to impact the lives of tens of thousands of souls in need. Feel the pressure, feel the power, but know that with power comes responsibility. The future of the world may now be partly in your hands. **There is a trillion-dollar market for whomever can provide measurable empowerment to the global populace.**

There are billions of people worldwide who could really use your help and expertise. While you might consider them potential competitors, you might also consider them potential customers and partners. The better you understand their needs, the better you'll

understand the global market place. **Exercise your eyes on the world to see what you can learn and then offer.**

With the ease of online collaborative tools such as email, listservs, for example, and many other tools, it will become easier and easier to engage in international trade.

Knowing that the doors are opening, you're advised to learn about existing international trade opportunities and to create a personal strategy for keeping current as new doors open.

As hundreds of thousands of rural communities gain Internet access, many will eagerly embrace the potential to pull themselves out of dire poverty. The time interval you now have before these communities become your direct competition is your immediate **first-to-market** opportunity to establish your global niche. Once Internet connectivity is established, whole countries will soon be dealing directly with the social challenges of creating an inspired and motivated citizenry. **While many rural communities have not yet recognized their advantage of being first in the world to have local Internet access, many will soon acknowledge their missed opportunities and will begin to take action.**

Workers in other countries will work for such low wages that an increasing number of manufacturing businesses are moving overseas, leaving many Americans without jobs. Companies face the competitive choice of paying \$15/hour here vs. 50 cents or less an hour in a third-world country. **The emerging global economy is going to create many dramatic changes. Your best strategy is to inform yourself early on about the coming inevitable changes in order to strategically position yourself to survive economically.**

You may have started this online course thinking you were way behind, but you've already leapfrogged ahead of most of the human race. Many of these coming trends can be terrifying due to their dramatic ramifications, but this knowledge of what is coming is far less threatening to your well-being than the risks of not knowing. **Your strategy should be to maintain your awareness about the coming changes with a plan to turn them into opportunities.**

In the web tour for this lesson you'll review an initial listing of sources for International Trade Training.

Hands-on Activities

Spend a few minutes at each of the following sites, focusing on their International Trade Training resources as well as their other resources listings. Then return to those sites you found most interesting for extended exploration. Consider creating a hotlist of the best resources for your future use.

- **Teleprompt Teletraining Trial**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters!!

- **United Nations International Resources**
<http://www.unsystem.org/>
- **International Trade Center of the United Nations**
<http://www.intracen.org/>
- **Intl. Trade Resource and Data Exchange**
<http://www.i-trade.com> Learn how to trade internationally.
- **Global Tradepoint Network** <http://www.tradepoint.org/>
Search for international trade leads.
- **International Telecommunications Union** <http://www.itu.ch/>
Good Resources
- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov>
A complicated site for beginners, but a valuable and extensive resource which includes **International trade information**. Take caution reading anything over two years old. Remember the tech. stock slump changed the rules.
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation. Select "Trade Resources" and follow all "Other Links" listings.
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **International Telework Resources -** <http://www.telework.ch>
Click on the English button.
- **International Telework Web Ring**
<http://www.ivc.ca/webring.html>
A web ring is a partnership of similar sites.

Culturally Appropriate Ecommerce Models and Initiatives

- **Native American Ebusiness Listings**
<http://lone-eagles.com/na-business.htm>
- **Culturally Appropriate Ecommerce for Alaskan Natives and Native Americans** <http://lone-eagles.com/culture.htm>
- **Peoplink** www.peoplink.org
A business model attempting to empower third world cultures with culturally appropriate Ecommerce.
- **International Federation for Alternative Trade** www.ifat.org
- **Greenstar**
www.greenstar.org
Solar-powered Internet connections for remote villages. **Read the article**

"Sweatshops and Butterflies". A business model attempting to empower third world cultures with culturally appropriate Ecommerce.

- **Multicultural and Global Development Organizations and Resources**
<http://lone-eagles.com/multicultural.htm>
Many resources related to indigenous and global issues. **Review the last section on Global Development Organizations and Resources.**

Recommended Readings

Read each article once without clicking on the presented web addresses. Then return to explore those links that interested you.

- **The New Gold Rush - Mining Raw Human Potential With Free Web Tools - Part II**
<http://lone-eagles.com/mining.htm>
Characteristics of a global knowledge economy are fundamentally different from the industrial age physical products-based economy.
- **Read "Sweatshops and Butterflies"**
at <http://greenstar.org>
Select the link on their homepage.
- **Read Echoes in the Electronic Wind**
http://www.turtletrack.org/Issues01/Co06022001/CO_06022001_Echoes.htm A short article on Native American and Alaskan Native opportunities for leadership with community networking. Applicable to all communities.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one-page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Nine"

2. Post to the class listserv your outstanding personal hotlist of International Trade and trade training resources which you've discovered through your explorations for this lesson. Take this opportunity to show off your rapidly advancing skill using search engines and gleening the "Other Resources" listings of high quality sites.
3. Post this hotlist on your electronic portfolio resume as a sample of your info-gathering abilities.

Lesson Ten - Writing a Business Plan and Funding a Startup

Lesson Goals

- **The Strategies and Advantages of Creating a Legal Business**
- **The Strategies Behind Writing a Workable, Saleable Business Plan**
- **To Identify the Best Sources for Learning How to Start a Business**
- **The Strategies for Getting Money to Start Your Business**

The One-Person Business Option

Even if you're only a one-person business, there are still many tax advantages which become available if you incorporate. If you don't need money to start your business, you can incorporate a business by visiting a lawyer and paying a few hundred dollars to establish a legal corporation. If you are uncomfortable with your lack of knowledge maintaining a business, such as keeping up with quarterly reports, paying yourself as an employee, etc., you can hire a certified public accountant to do this for you.

Starting Your Own Business

Do you want to start your own business? Do you need money? If you have a good idea, there are many people who would like to put money in your capable hands. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but if you take it one step at a time, you'll be surprised at how quickly your new business concept can become a reality.

To receive funding you need a business plan. Many investor's and/or banker's templates and guides exist to help you create one. You have to convince them that you have a viable product and/or service, a realistic market to sell to, and a plan to deliver your goods, and make a profit. **Reading successful business plans is how you'll learn to structure your own.**

Copyrights, Trademarks, and Borrowing Workable Ideas

Copyright laws prohibit you from directly copying an existing business name or an existing implementation of an idea. **But, you are free to implement an existing idea in original ways.** Learning more about what does and does not constitute a copyright or trademark violation is important. Since you can't copyright an idea, just the expression or implementation of that idea, you're free to borrow existing great ideas and implement

them as an original business model. **You've seen this with businesses borrowing the great ideas presented by Ebay.com and Bluemountain.com.**

Winning Money to Start Your Business

The Small Business Administration <http://www.sba.gov> has many loan and grant programs you should learn about. Furthermore, most state economic development initiatives offer additional funding opportunities. **As a strategy, first get to know what funding resources are focused on supporting new businesses in your region.**

Venture Capital is money given to promising business start-ups for an anticipated share of the profits. Plan to identify regional and national venture capital sources and existing resources on strategies for how to win venture capital.

Learn about the world of non-profit organizations and grant-writing skills. If you create a non-profit organization with a 501c3 designation, you're able to receive grants from foundations. Non-profits often make lots of money and provide many great jobs. **Plan to learn about the profit-making potential of non-profits as they represent many important trends related to Ecommerce opportunities.**

Social Entrepreneurship and Venture Philanthropy

There's a whole new field of funding opening up in the middle between traditional philanthropy - where giving may or may not guarantee a tangible return, and Venture capital - where an economic return is expected. Since many non-profits lack the internal organizational expertise to create sustainable enterprises - Venture Philanthropy has emerged as a source of funding to support social entrepreneurship businesses and non-profits. In such ventures the social good is served at the same time organizational expertise is provided along with funding to create an economically sustainable business or non-profit organization. **An important trend to pay attention to is that many for-profit businesses also have a non-profit organization in order to benefit from the advantages of both models.**

Initial Public Stock Offerings (IPO's)

Perhaps you'd like to know about putting your business up for an Initial Public Offering on the stock market as a way of generating funding? This is only for existing businesses that have proven their potential, but is another area of exploration you might consider. **You can find information at most online brokerage sites.**

Completing This Course

In the hands-on activities for this lesson you will find an extraordinary number of quality resources focused on the themes for this lesson - which you are strongly advised to explore thoroughly. Visit your local and regional small business development offices and learn about those services available to you. Make a point of meeting new people locally.

Having now reached the final lesson for this online course, you now know that whatever you need - It's Out There! With your searching skills, innovative tenacity, and the wealth of exposure to quality resources which you've already achieved, you'll be in good shape for continued learning on any topic you desire.

The fact that you've demonstrated patience and perseverance to have made it to this final lesson marks you as an early pioneer of Ecommerce and online self-empowerment.

Remember how intimidated you may have felt when you started this course? Think about how you might extend encouragement to others. Consider the opportunity for becoming a paid mentor helping others maintain their confidence as they move through the ten lessons of this course.

You're limited only by your imagination.
Albert Einstein.

Hands-on Activities

1. **You've already taken a first look at the following resources, but this time, review them specifically for the best existing resources for starting a business, writing a business plan, and funding a start-up and create your own listing of the most appropriate resources.**
 - **Small Business Knowledge Base**
<http://www.bizmove.com>
Teach yourself how to start a business, marketing, financial management and international trade! Too many ads, but if you keep digging you'll find serious resources.
 - **Small Business Association**
www.sba.gov and particularly www.sba.gov/classroom
Federal resources, funding, online courses on how to create a business, write business plans, and much more.
 - **Entrepreneur's Edge**
<http://edge.lowe.org>
"Championing the Entrepreneurial Spirit! Learn how to be a successful Entrepreneur! From the Edward Lowe Foundation. Select 'Start-up Resources' for the motherlode.
 - **The 'E' in Me",**
http://www.ait.net/products/e_in_me/
Select the link to Online Resources for a rich listing. Hosted by the Kauffman Center for Entrepreneurial Leadership, <http://www.emkf.org/>
 - **Entreworld**
<http://www.entreworld.org>
Select Media Resource Center, then Entrepreneurship Quick Facts

- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living. Select "Resources" for a directory of home-based business support organizations listed by state and country.
- 2. **Review Patent and Trademark Services**
 - **The U.S. Patent and Trademarks Office**
<http://www.uspto.gov>
 - **Invention Submission Corporation**
<http://www.isc-online.com>
- 3. **Find 3 major resource sites with information on venture capital sources and each of the following topics. Since this is the last lesson, now you should have full control of your own self-directed Internet learning skills.**

Here's one great site you won't want to miss.

- **Venture Philanthropy and Social Entrepreneurship**
<http://www.venturephilanthropypartners.org>
Created by <http://www.morino.org>

"venture capital" AND tutorial*

"social entrepreneurship" Return to the Kauffman Foundation site for resources. www.emkf.org

"venture philanthropy" Return to <http://netpreneur.org> and <http://www.venturephilanthropypartners.org>

"Initial Public Stock Offerings"
4. **Email your instructor your answers to the following questions based on a scale of lowest to highest; 1-10**
- 1-3 Very Negative - Low 4-6 Fairly Positive - Medium 7-10 Confident - High**
1. **My motivation for learning about technology AFTER taking this class.**
 2. **My self-confidence with technology and my ability to teach myself what I need to know.**
 3. **My current skill level with computers and Internet (rough estimate)**
 4. **My anticipation that I'll be able to learn what I need to know about Ecommerce AFTER this class**
 5. **Please include a note on how well this course worked for you and any suggestions you might have to offer.**

Recommended Readings

If you're serious about business, you might consider subscribing to the Wall Street Journal <http://www.wsj.com> Free two-week online subscriptions are available, but extensive resources are free to all. Make an effort to learn the vocabulary of Ecommerce and note how quickly things are evolving. It is likely this and similar publications can help you stay current in a world of accelerating change.

The Wall Street Journal Start-up Journal and Center for Entrepreneurship:
<http://www.startupjournal.com/>
Includes a toolkit for creating a business plan, trademark searches, and more.

Submissions Required for the Ecommerce and Telework Certification

1. Email your instructor a one page write-up on the time you spent on this lesson and which specific strategies you're prepared to adopt. Reference the best specific resources you reviewed during this lesson with emphasis on your particular interests. Verify you've completed all activities and readings presented in this lesson.

Share with your instructor a self-assessment of your skills related to this lesson and which skills you plan on developing further.

Use the following Subject line in your message "Submission for Lesson Ten."

2. Send your instructor your decisions on whether you plan to start a business and/or what you have decided to do as your next step upon finishing this course. Identify what you think you'll need that you don't already have at your fingertips.
3. Submit your final electronic portfolio web page and whether you'd like to be considered as a paid mentor for future learners who enroll in this course.

SECTION FOUR - ECOMMERCE AND COMMUNITY-BUILDING RESOURCES

This section contains a collection of articles and web tours for community networking and Ecommerce start-up training representing many examples of the very best resources available. Lessons learned from ten years of community Internet projects are included with recommendations for future programs based on this invaluable experience.

Why Should I Care? - Community Networking and Self-Directed Learning

Engaging rural citizens in becoming motivated to understand their opportunities for utilization of high bandwidth presents both challenges and opportunities.

Justifying the Investment

Careful analysis of over ten years of community networking projects, and the current lack of replicable successful models, and methods to measure success, suggests a different approach is needed.

To justify the investment in infrastructure, models and methods for measuring training outcomes, proven benefits, and creating a readiness for widespread utilization, are needed. Measurements are the key to success.

It will ultimately be what the majority of people learn to do with bandwidth that will justify the investment. If training is omitted, the lowest levels of benefit can be expected.

The new competitive dimension for community economic sustainability is mobilizing the self-directed learning and collaborative sharing potential of citizens, using those Internet applications which return the greatest benefit and motivation, requiring the least time and effort invested.

Moving Beyond Physical Infrastructure toward Creating a Social Information Infrastructure - Citizen Engagement in Developing Both Social and Economic Value

It's not obvious what type of fast-track community engagement program can establish widespread interest and participation.

It's not obvious what type of training produces inspired and motivated citizens and requires the least time and effort, while delivering the highest possible benefits.

One of the lessons learned from ten years of community networking test-bed projects is that the promise of inspired, motivated citizens collaborating online has yet to be realized on any significant scale.

The builders of these networks need to partner in new and meaningful ways with the intended users.

Most citizens are intimidated by technology, doubt their abilities to keep up, and don't have a means of learning how to benefit at high levels in the short term.

Unlike the majority of rural citizens, whom we hope will benefit at high levels, those in high tech industries know how to learn the latest applications on an ongoing basis.

It's not obvious how best to define successive steps forward as a learning pathway for citizens, but posting known Ecommerce successes and posting a roster of locals willing to share their skills as mentors are recommended as first steps.

There exists an increasing opportunity for vendors to creatively mobilize the collective will of communities by validating the outcomes of learning new Internet applications.

Creating Visible Success: Public Ongoing Self-Assessment Via Evaluative Measurements

While technical academies exist for the perhaps 1 percent of us who will maintain networks, the real need is for an academy program for the other 99 percent aimed at community applications, including entry-level entrepreneurship and Ecommerce.

Tangible goals, combined with mobilizing the collective will of a community, need to be reflected in a public ongoing manner so everyone can work together.

Balancing Training and Bandwidth Investments

As costs for bandwidth are dropping due to new wireless and satellite options and other factors, providing expensive bandwidth at today's prices before communities have the training to be ready may waste the majority of bandwidth and investment.

Matching infrastructure and training expenses, dollar for dollar, is recommended to avoid the wasted expense of under-utilization. You want the highest bandwidth you can afford that you know you're ready to utilize.

Bandwidth isn't a single fixed entity but is increasing all the time. The level of bandwidth is not necessarily directly proportional to the level of realized benefits.

It's what you've learned to do with existing bandwidth that is the often missed point.

How Computers Can Help Build Community

We live today in a world where the rate of change is accelerating. Being unaware of the impact these changes will have on us and our communities will have increasingly serious risks. Lifelong learning, K-100, has become an essential skill. Many would argue lifelong learning is fast becoming an essential survival skill. Information overload creates new pressures to create new forms of knowledge-sharing communities.

If we all share what we know, we'll all have access to all our knowledge. If we hoard knowledge and keep it from others for competitive advantage, we'll all have only what we ourselves have learned.

What connected computers do very well is match specific needs with specific resources. Through good heartedness, and collaborative tools, we all will be better able to find and share that specific information which will make a positive difference in our own lives, and the lives of others, worldwide.

With the incredible power the Internet brings to individuals, comes perhaps the responsibility to use it wisely for the benefit of all. First, we need to gain the skills to serve our own personal learning needs, and then, ideally, we'll use our skills to benefit our families, communities, nations, cultures, and the world.

If we create self-directed learning opportunities for others on the web, we may benefit untold thousands of people looking to learn what they need to know to deal with the rapidly changing realities of our modern world. Building learning opportunities and building learning communities are arguably the most honorable purposes toward which you can apply your skills.

As an individual, you may wish to engage in aggressive independent learning in order to meet the needs of your family, community, and culture. The Internet provides you the opportunity to learn from the best resources and people, worldwide.

Community Networking - Making a Difference

<http://lone-eagles.com/chap2.htm>

From the **Good Neighbor's Guide to Community Networking** at

<http://lone-eagles.com/cnguide.htm>

During 1996, Ken and Nellie Bandelier, retired teachers in Dillon, Montana (Pop. 4000), saw the need to help local citizens get on the Internet to learn what it offered them. "Real Benefits for Real People" was their mission. They convened a group of friends to talk about the possibilities. Should we even try to write a grant to get funding? The gentleman from Forest Service office said, "We've nothing to lose, let's do it!" Six months later, a

check for \$98,000 was in hand, from the NTIA/TIIAP program (<http://www.ntia.doc.gov>).

Due to the tireless efforts of grassroots champions, Ken and Nellie, among others, Dillon-net had grown from a single used PC in a small office, to six PC's in a three-room community technology center, ten public access PC's in local public offices, and 12 loaner laptops that anyone can borrow for \$3 a day, complete with unlimited free local Internet at the tap of a button. In addition, nine outlying smaller communities have Dillon-net public access computers that have proved to successfully generate awareness and the demand for more public access computers. Dillon-net has its challenges in that Beaverhead county covers 1500 square miles, larger than three eastern states, and has a total population of 9,000.

Young kids and old folks come to Dillon-net to learn new skills and pay for their training by volunteering their time to assist others. Hundreds of volunteers have cycled through the Dillon-net program, mentoring others in return for the skills they received. Local artists have learned to become web designers and youth have won jobs as webmasters. The local businesses and government officials now better understand how the Internet can be used for sharing information and for marketing and research. A local success story: Buffalo and cattle hybrids, called Beefalo, are now marketed worldwide at <http://beefalobeef.com>.

The local Women's Center, Rest Home, Welfare Office, and similar offices all have expanded their computer skills and services to citizens through use of the Dillon-net provided Internet access and PC's. Dillon-net has been recognized as an exemplary model and was a finalist in the Swedish International "Bangemann Challenge Community Innovations Competition" and also as a finalist for the "America Online Rural Innovations Competition."

Ken and Nellie will understate what they've started, "All we've really done," as Nellie relates, "is three things: provide citizens with the opportunity to learn computer skills, Internet browsing and searching skills, and to help them create their first web pages. There's so much more that needs to be done."

As Dillon-net won additional funding for computers and Internet to create community technology centers in surrounding communities, more and more people have begun to get excited about the possibilities for themselves and their communities.

Jackson, Montana (Pop. 48), is one such community. At the hundred year-old 'Oddfellows Hall,' Judy Halazon maintains the local public access system. Outside, crudely spray-painted in bright red is a sign "Email Free!" Judy is willing to sit with and train anyone that knocks on the door. Hundreds of people have come to learn from Judy. "People around here don't like change," she relates. "You just can't push people to change. When they see the benefits, however, many begin to understand what the Internet can offer them."

Judy begins to tell her story, "One day a cowboy on horseback stopped by in the middle of a cattle drive to check email. Hunters and tourists frequently stop in just to see if the offer is real. They are surprised and delighted to be able to check their email here. International visitors are common and express disbelief that such services are offered in one of the most remote regions of Montana. With a grin, Judy points to a message an Australian left which ends with "and a disabled lady squatting in an abandoned building helped me check my email."

As we share the laugh, Judy continues to tell how she has encouraged the local hatmaker, and many others to create webpages for their businesses. The Phillipsburg antique shop now does 90 percent of their business through the <http://ebay.com> auction site. Local hunting outfitters and "Bed and Breakfast" operators find their web pages are bringing exciting results. Native Americans are finding web pages an effective means of marketing their unique artwork, in sharing employment opportunities, and in building confidence and pride.

Locals, many still afraid to touch the keyboard themselves, often ask Judy to find obscure mechanical parts for farm and ranch equipment they are unable to get through the regional parts dealers. Three-day delivery direct from the Swedish factory is a typical outcome of Judy's application of her Internet skills - to the continuing amazement of locals. Through Judy's gentle example, people are changing their perceptions of what they can do for themselves, their families, businesses, communities, and each other.

Judy has some medical problems for which she receives disability payments from the government. "This is my opportunity to give back, in return for the support I've received," she explains with satisfaction.

After leaving my personal visit with Judy, I asked her to send me more stories via email and dropped a contribution into her coffee can, knowing she was saving for a computer upgrade. Here's a sampling of the string of stories she sent...

Jackson, Montana: "The One Horse Town with No Horse."

The population of Jackson, Montana, is at 44 people (37 have lived here a year or longer, 19 at least 10 yrs) and 39 dogs....(dog population has been as high as 62).

Ideas floating around like the snowflakes bouncing hither and yon off a cattle truck of unhappy steers just outside my doorway.

When the Dillon-net computer was put in here, the only other computers in town were the old ones at the Jackson School and at Shepherd's Garage, none were connected to the Internet until Spring of '97. Now the Jackson Mercantile, Rose's Cantina, Big Hole Valley Taxidermy, Bill Stocker Trucking, and 14 local families have computers.

The Buffalo Gal Hat Company owner, Paula Husted, an almost daily user here, found three possible sources for impossible to find "antique" brim rollers (hat

curlers) and a cheaper supplier for certain custom-made hat blocks. She also is looking at similar hat company web pages to get ideas on how she wants to do her own web page. Paula will purchase a computer when she moves her business into the old church across the street.

A family of five who arrived destitute from Arkansas to work on a ranch were not equipped to deal with the fact that they were dairy farmers but there are no milk cows in the Big Hole. Through Dillon-net computers here and the Women's Resource Center they were helped with food, warm clothing, and to find suitable employment elsewhere. (<http://jsd.dli.mt.gov> and <http://www.montanenet.com/bulletins.htm>)

Many ranch hands have used the access to Montana - and other states - Job Services listings to move on to better jobs or to be closer to families. Some of the more permanent ranch hands in the valley live in bunkhouses and have email accounts here to keep in touch with friends and family (www.hotmail.com). look up information about their interests, spend an evening on a chat line, get music lyrics to print out for guitars, and price gifts or horse gear.

Making a living in this particular rural area of Montana is harder and harder. Families are smaller and tend less to stick to ranching alone. Businesses have wives and husbands working more than one job. Seasonal workers come and go and those families also have members doing several jobs. A ranch hand works six days a week, moonlights washing dishes or bartending, his wife makes crafts to sell during the tourist season, or hays during hay season. Kids - mostly ages 12 to 16 - are working the hay season driving tractors, mowers, and rakes.

Two ranch hands' wives employed part time are now learning to use the computer on "slow days", accessing the web for Christmas gifts, parenting advice, sewing & quilt making patterns and supplies, or just learning "computer".

Wendy Goff, a talented local quilt maker has her own web pages. She recently completed a quilt for a person in California that specifically wanted a quilt made in the Big Hole Valley for her granddaughter. Wendy also teaches Pre-School and works in the daycare center in Wisdom, Montana.
<http://www.bighole.com/quilts/mvq.htm>;

A friend of mine, Rima, and her husband and family worked various jobs around Lost Trail Pass, and at the Circle Sula ranches before starting their own business, living where winters are long, cold and with few tourists. They have put their business on the web to carry them through and are reaching buyers who would never have heard a radio ad about them or driven the eight miles off the highway to their home and workshop.

They make leather clothing, accessories completely by hand and recently were thrilled to be commissioned to do the costumes for a Mel Gibson movie to be called "The Patriot" (about Custer I think). Rima called today: "Getting a computer after seeing first hand similar websites doing business with the world, when previously isolated from the world before computers, has fulfilled a dream

for our life we never thought possible."

<http://www.giftmontana.com/sulabuckskinners.html>

A well-seasoned old shepherd/cowboy/railroad tramp came in to see if I would get hold of Social Security for him, saying he was tired of standing at the pay phone listening to their answering machines. So I brought up the Social Security system on the web. He says, "They keep sending me all these forms saying I fill'em out incomplete and saying I have to have an address and live in a house. I'm telling 'em that I live in a shepherd wagon, my address is XX Bar Ranch. I don't have a phone, no electric bill. I burn wood and kerosene lamps and don't pay no water or sewer. At least the spring and the outhouse ain't sent me no bills, and my only dependents are my two dogs." He stops in occasionally to have me check the Almanac for him (<http://www.almanac.com>).

Ranch equipment here tends to be of all brands, styles, and eras, so finding parts is a nightmare sometimes, or finding people to fix oddball things. The Web site, <http://www.joefarmer.com>, has it all if one searches. Other Web sites used by ranches: <http://www.ironsearch.com/search.asp> <http://www.farm-online.com>.

I'm showing people reluctant to try the computer and Internet how and why this is where more and more people are looking to find things they want to buy; where people can comparison shop without leaving home. I equate it to what one 83 year-old told me, "Well, we used to have the Sears and Roebuck catalog and the mailman delivered stuff. Then it was drive to the 'big cities' to hit the shopping malls. Now it seems everyone is starting to buy it off the internet and UPS delivers it!"

Jackson Mercantile is an old-fashioned country store that sells fishing tackle, local as well as Montana made gifts and souvenirs, groceries, beer & wine, misc light hardware, has a one chair Beauty Salon and barbershop, book lending library, video tape rentals, montana maps & books, local taxidermy mounts, as well as the box of "locals charge notebooks". They still just write down what you purchase and send you the bill at the end of the month. If you aren't home for a UPS or Federal Express delivery, it will be left at "the Merc" for you to pick up.

The owners, Jim and Christine used this Dillon-net computer shortly after it arrived. Jim used it first during long winter days to find hunting and fishing equipment and local information.

(<http://www.thefishhook.com/fishing/guide.php3>) Now Christine uses it to access gift sources and information for her beauty shop as well as for the Merc. (www.mtfinest.com/links) (www.nwmontana.com/art.htm).

A local teenager spent two afternoons working on a report for a high school class on writing an obituary for George Washington. She used the search engines to find information about his life and said, "Wow! I really thought this was a boring subject and can't believe how interesting George Washington was. Reading about him on the Internet is sure "hot" (meaning terrific or not boring like books and libraries). She has no computer at home and rides the bus an hour daily one way to school so cannot access computers after school in Dillon.

The manager of the Lodge, who happens to be my brother, has no time for computers and no use for them (yea, sure). He finally had to put one in the Lodge, first for the bookkeeper and then was convinced a Web page was in order to keep up with other Resort businesses in the state.

(www.jacksonhotsprings.com) Now, he has a second computer by the reservations desk for email inquiries and reservations.

A cowboy called long distance from Michigan where he is visiting family asking that I look up web pages on cattle haulers and email them to his computer at the ranch so he can access them as soon as he returns home. He finds it easiest to click on the URL's I email him. He is getting better all the time about doing things himself though and spends hours writing the newsletters for the Southern Montana Snowmobile Club to email to their members.

A gal who collects dolls and antiques has been in, off and on, to check her hotmail account for Doll Newsletters and notices about antique shows and auctions. She also emails friends in cities she formerly resided in.

A family that is just moving to town has asked me to help them set up their computer next week: a man, wife, three kids, and a grandfather. New to this state they will be accessing the Montana Online government pages for Montana plates, income tax, medical, and welfare information.

Got another call from the fellow who has his African Animal Mounts displayed at the Lodge. He asked me to make "signs" to hang under each animal head telling what it is. He's tired of my telling tourists that the cape water buffalo is a record-size black Angus bull taken locally.

Received a call for help from Nancy Stradtner, who has the Dillon-net computer at Polaris (one room school) and is very new to computers so I teach her mostly via phone. Two years ago she was one of the "I will NEVER have a computer" people. I see a common thread of that now and chuckle to myself. I swore I would never have a computer or even learn how to operate one, and now, two months shy of three years, I am half-assed managing the basics!

Most of the above requests are from the last seven days! I don't know who pays for the phones and Internet access at the other sites, but here I pay the heat, electricity, building maintenance and such, as it is also my home. I have paid personally a total of \$1674.14 to keep the computer and Internet running here in Jackson. I am lucky to own my own home (heated by the 140 degree hot springs water piped from the Lodge) here such as it is so pay no rent but there is still up-keep repair and taxes.

My income is from Social Security Disability Insurance - \$500 a month and they cover my astronomic medical bills, too. But I feel that monies I have invested in this computer program are nothing compared to the value of having the Dillon-

net computer, giving me the opportunity to give back to the government monies they have paid out for me.

It has given me confidence, self-esteem, and best of all knowledge and information about my medical problems, and to learn from others living with similar disabilities.

The Dillon-net project has been terrific, especially Ken and Nellie in making this possible for me. They even bring me a laptop when I am in the hospital, which has been too often. Friends and neighbors who use this computer keep it going for others when I have been ill.

I guess my attitude with people who don't like change or to try computers or the Internet is to say; "Most people who live in the past are missing out on a lot of life in one way or another. Their grandparents regretted not being able to read or go to school because of money, distance, or whatever, and now even a University-educated person who is not "with computers" is outdated and shortchanged.

A \$600/month salaried ranch hand has the same access to information via computer (public access or now at a reasonable cost) as a \$10,000 a month executive. Housewives and mothers are opting to stay at home sell handiwork, crafts via computer, take classes, or home-school.

I used to hear mom's saying they spent boring days watching soap operas on TV. Now, I am hearing about a new computer program or something they love on the Internet. People who have been living alone and isolated are now chatting with others around the world instead of sitting with a bottle of alcohol. Others are finding new interests in history, hobbies, or collecting.

This is what I am seeing in this valley.....Judy

Footnote: Judy Halazon passed away July, 2001, taking her place with the other pioneers whose vision lead us to the current day. Ken and Nellie have retired and their leadership is missed as Dillon-net is no more. In both Jackson and Dillon, as in many rural communities, there are too few grassroots champions with vision. I remember Judy's pickle jar for contributions, and her hoping to have enough to upgrade the memory on her outdated computer.

Support Your Community's Grassroots Champions!

Innovation Diffusion - Looking at the Process of Change

Imagination is more important than knowledge.

Albert Einstein

Inner-Directedness Vs. Outer-Directedness

An estimated 10-20 percent of American society is naturally curious, self-motivated "early adopters." Such persons seek new experiences and like to explore. An early adapter is inner-directed, motivated by an innate curiosity, and is likely to be among the first to try anything new, often for the fun of it.

The majority of our society, however, is outer-directed, motivated primarily through the direction of others. These folks generally wait to try something new until they've seen others do something for long enough they feel its safe and accepted for them to try it, too. These are "middle and late adopters" and represent 80 percent of society and will tell you "playing it safe" is just common sense, and they would be correct.

While early adopters will learn and explore on their own, middle and late adopters will wait until they receive clues that the social majority is supportive of such activity. Advocating change in the behavior status quo is typically met with resistance, something early adopters are very familiar with.

Another way to look at any society facing change is by looking at three distinct personalities. There are **drivers** (early adopters) who drive new innovations and thinking. There are the **riders** (middle adopters) who will eventually ride along with new trends. And there are always the **draggers** (late adopters) who are still grouching about using wordprocessing and the fax machine.

Together, these three main groups create a bell curve of innovation diffusion. The amount of time it takes for an innovation to diffuse across society can vary based on many factors. Widespread use of the telephone took 25 years, 15 years for personal computers, 7 years for widespread use of the fax machine, and 5 years for widespread use of the World Wide Web.

The most effective means of motivating other-directed personalities (middle to late adopters) to accept new thinking and change is by "Tom Sawyerism," demonstrating satisfaction from tangible benefits without direct advocacy.

You might know the story by Mark Twain where Tom is whitewashing a fence and specifically avoids asking his friends for help while making it look like he's having a great time. Eventually his friends convince him to accept items in trade in return for his letting them in on the fun. Tom knew better than to be direct; he instead showcased the benefits for all to see.

While in this case Tom was really trying to get out of the work of whitewashing the fence, and succeeded in enticing his friends to do his work for him, the point here is that often indirect advocacy through showcasing the benefits is more effective than preaching about the benefits. Also, the difference between work and play can often be one of perception only. **Strategies will be required, not to tell folks what they should be doing, but to unobtrusively lead them to the discovery of what they can do for themselves.**

Despite all the reasons one might give for not using Internet, it is common for a complete shift of perception to occur once direct hands-on benefits have been realized. The pattern for this dramatic attitude shift comes when something of personal value or interest is obtained via the Internet that would not have otherwise been available. One elderly citizen absolutely refused to have anything to do with computers and the Internet, until someone showed him all the stock car information available. Well, stock cars were a personal hobby, and it wasn't long before the Internet was A-OK, as a resource for stock car information, anyway. We each need to take it one step at a time!

Below are four stages of internalization which fit the pattern of acceptance of any innovation. These stages can be helpful in understanding the behavior of others, particularly when comparing the attitudes of adults vs. youth when faced with the limitless potential of computers and the Internet.

Four Stages of Internalization of Innovation

Dealing with diversity of cultural and technical backgrounds can make Internet acceptance more challenging.

Consider these four identifiable stages specifically regarding internalizing the potential of Internet use and collaboration:

- * Awareness/Uncertainty
- * Insight/Adoption
- * Internalization/Adaptation
- * Enlightened Expectations

1. Awareness/Uncertainty

At this first stage people often experience acute self-doubt and self-deprecation as to whether they will be able to master the basic computer, Internet, typing, and written skills. A very shallow understanding of the potential benefits is common at this stage, though there is the general impression that there are advantages.

For the individual at the "uncertainty" stage, it is important to keep the instructional tasks very simple with short step-by-step, mastery learning format such that there is no failure, only success. Easily obtainable objectives are necessary to build confidence, as well as encouraging messages whenever possible. Technofear, and related ego-protecting excuses, are strongest at this stage. Upon proving to

themselves they CAN communicate online, there is often a surge of optimism and confidence.

2. Insight/Adoption

At the "insight" phase people accept that telecommunications skills are not beyond reach and begin to see an increasing number of ways to benefit. They "adopt" use of the Internet and begin to gain a broader idea of what it has to offer them. Self-confidence begins to build through hands-on experience.

3. Internalization/Adaptation

The "internalization" stage is achieved through regular use when people begin to view the online skills as merely an extension of one's self. Use of the Internet begins to be adapted to meet personal needs in an increasing number of ways. At this point "being online" is no more threatening than making a voice telephone call. Usage falls into a pattern of purposeful use and becomes "transparent."

4. Enlightened Expectations

The fourth stage, "enlightened expectations," begins after people internalize the online experience and become regular, even casual users. There is a growing acceptance that the Internet has even greater potential benefits. At this stage excitement begins to generate as the real potential of Internet use begins to percolate deep down in the person's consciousness and serious questions as to what else might be possible begin to arise.

At this stage people begin to make an internal commitment to pursue their full potential for new uses of the Internet. This may be a year or more after initially going online. Willingness to serve as an online resource person, to tutor others online, or even to teach others online, are indications one has arrived at this "enlightened" stage. Imagining new original uses begins to occur.

Youth Today Are the Key Change Agents and Technology Leaders

Computers and the Internet appear to be significantly more motivating to youth than for adults. While most adults will tend to resist learning new things about computers and the Internet, the opposite appears to be true with youth. While adults are often intimidated and feel stupid when frustrated with computers, youth tend to love to have the control to explore and learn new things. Adults need to relearn how "playing to learn" is as important as it is fun.

With most leadership positions held by adults, many of whom actively resist learning to use computers and the Internet, early adopters, both young and old, are faced with considerable challenges when they attempt to "lend their wings to others." This type of tension will be part of any community network initiative.

Common Sense and the Process of Innovation Diffusion **Retaining the Best of the Old and the New**

Traditional education has been historically slow to change, as have rural communities. In the past, many have taken pride in their dedication to traditional ways of doing things; but today, this attitude can bear an unwelcome heavy price. It's a fact that with technology changing with accelerating speed our society is changing faster all the time as a direct result.

Learning new things is now a necessary survival skill. Using the Internet, self-directed learners have obtained a level of self-control and self-motivation that allows them to move forward, where others fear to tread. At issue in our communities, faced with accelerating change, is how can we best teach Self-Directed-Learning (SDL) as an increasingly essential skill, and how can we best model it in our own lives?

The Internet and SDL hold the potential to deliver the best instruction, in content and context, to the most people possible, at the least cost. However, if those at the other end lack the intrinsic motivation to utilize such resources for their own benefit, or for the benefit of their families or cultures, then what can be done? Various forms of mentorship and role models will likely be needed to provide the motivation required when it is lacking.

Family-based mastery learning makes sense as we can't afford to leave anyone behind.

A lecture on the benefits of email is not as effective as receiving a first email response from a message sent to a family member. A lecture on Internet search engines is not as effective as a first successful search and printed resource, particularly concerning specific helpful information regarding family health or genealogy.

A constructivist approach in creating self-discovery opportunities that increase self-motivation, which in turn leads to becoming a self-directed learner, led by one's own natural interests and curiosity is today considered superior teaching.

For Additional Reading See -

Rural Community Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

➤ Lone Eagle Consulting's Article Archives

<http://lone-eagles.com/articles/articles.htm>

Community Networking: Leveraging the Public Good Electronically <http://lone-eagles.com/article/networking.htm>

Community networking is an idea that has stimulated global imagination. Communities worldwide are creating telecottages, televillages, teleservice centers, community technology skills centers, and more. In the US alone, there are more than 150 community networks and nearly 3,000 community web sites. And the numbers are increasing every day.

What is a Community Network?

It's people coming together electronically to make good things happen!

Community networking is fundamentally about people applying technology to serve the public good. It is about caring about the needs of others and the giving of ourselves to support our local communities.

The purpose of the National Information Infrastructure (NII) is to link people together to empower them on many levels. The former Congressional Office of Technology Assessment reports, "The diversity of innovative applications required to create a successful NII can only come from the citizens themselves."

A true sense of community is now, as it always has been, the sum of what we give to each other in time, consideration, service, and good humor. Community networking in the past has involved face-to-face meetings, chance encounters, and various technologies that aided our sharing: the newspaper, radio, TV, and the telephone. Today, additional means of sharing, in the form of modern telecommunications technology, help us continue to build our communities in even more powerful ways.

Community Networking Models

A community web homepage on the Internet allows current information to become easily available from the home with no more than the pointing and clicking of a mouse. The same information can be as easily available worldwide, too!

Text-based electronic bulletin boards have been available for a decade, allowing convenient ongoing discussions online. Such systems may be accessible only to registered community members locally or, broadly, open to anyone via the Internet. Such systems may be dedicated to a geographical community or to a "community of interest" such as students studying Shakespeare. New forms of community networks are continually evolving.

Web-based online discussions allow combining the interactivity of electronic bulletin boards with the image-based easy interface of the World Wide Web. Web systems that are accessible by the community only are called Intranets, similar in concept to non-Internet electronic bulletin boards.

These types of "Inner-Net" community networks bring neighbors closer together electronically to engage in public problem solving and other community support activities. Connecting multiple community networks together through the Internet allows the sharing of the best ideas and information, literally creating an online "community of communities."

Before long, we're likely to have wall-sized touch screens that will allow us to "be anywhere visually and virtually." New methods of connecting people will be led by the innovations of citizens, in partnership with corporations and governments, in ways we can't yet even imagine.

"Value-Pull" Not "Tech-Push"

Our common sense will determine what works best for the good of our families and our communities. We need to gather the best information possible for solving our local problems. A wide array of resources need to be matched with unmet needs. Via the Internet, we can have a direct tap on the world's knowledge base and the innovations of others.

Putting People before Technology

One growing problem we all face is the lack of time to meet face-to-face. We need new ways of conveniently keeping in touch. Internet electronic mail and electronic community networks allow us greater flexibility and convenience in keeping in touch and finding the information we need. One-by-one, we're showing each other how to use these new community-building tools. It has always been through the trust in another that we're able to build friendships - the building blocks of any strong community.

And, the one-to-one relationship is the basis of community building.

Community networking allows sharing ideas anytime, anywhere. Communities will need to work together on an ongoing basis to continue to develop a joint vision for the optimal effectiveness of networking as the technologies continue to improve. Our shared vision of the benefits of community networking will grow as we each gain more personal hands-on experience.

Will Rogers once said: "We're all ignorant, only on different topics." Each of us can now be both learner and teacher all the time - learning from the world's resources and reflecting globally the best of ourselves. Our individual potential to become all we can be has been increased dramatically by the availability of self-directed learning opportunities via the Internet. We also find we now can help others learn anywhere, anytime, by combining our caring with our connectivity.

K-100 Lifelong Learning

Lifelong learning has been, and is, an essential survival skill for the new century and beyond. Ongoing learning from the home greatly extends the learning opportunities for

youth as well as adults. School networking and community networking are merging around the theme of K-100 lifelong learning, but in a more enjoyable familial context than the traditional educational system. Since students spend only 19 percent of their time in school, 81 percent more time is available for learning. Many students find the self-directed interactive features of telecomputing is actually more motivating than passively watching television!

Community empowerment starts with individual empowerment.

Personal satisfaction from extending your positive impact on your family's future, as well as your community's future, is inherent in the new technologies. But it will take time for many of us to become comfortable with these new ways of leveraging the public good electronically. In addition to being strapped for time, we are already suffering from information overload.

When technology doesn't work right, we need to get help quickly. We need new ways of learning how to keep up. We are finding new reasons to need each other, to support each other's continuous learning, and to make it an enjoyable, exciting community-oriented process.

Citizen Roles

A community depends on citizens contributing their individual strengths to achieve common goals. Community networks give individuals increased ability to help others in the following ways:

Infoscout - Bringing the world's best knowledge home to post for easy community access.

Telementor - Helping citizens with online learning with the convenience of home access.

Reference Cybrarian - Guiding citizens in finding specific information from the global Internet.

Town Crier - Communicating to citizens the information they need to know.

Discussion Leaders - Leading online public problem solving discussions.

Think Globally, Act Locally

Though community networking is primarily about local communications, the global Internet can play an important role. Our challenge is how to balance our time between the global possibilities for information access sharing and collaboration with a local commitment to realizing local benefits utilizing these global resources.

The World Wide Web (WWW)

The WWW provides any individual, business, or organization the ability to self-publish worldwide and to gather the best information from other sites for reposting locally. The diversity of citizen-created innovations is already testimony to the citizen empowerment potential of the web. With the ability of citizens to learn from each other's innovations, we all grow stronger, together!

New Information Searching Capabilities

The Internet allows easy access to vast amounts of highly specific information with as little effort as typing in a few words related to the information you seek. These new "search engines" are as powerful as they are easy-to-use!

Internet Electronic Mail

Email provides near instant delivery of text correspondence worldwide. Groupwork in a distributed, connected, knowledge economy will require that we know how to work with others online efficiently.

Reuniting the Generations

Because of the increasing and accelerating change and innovation, we need to learn to strengthen our ability to imagine new and better ways of doing things. Young people today are comfortable with the latest technology, perhaps because it allows them to learn without limitations and provides a new means of exercising their imaginations.

Young people are invaluable as community trainers and technical support resources, not only because of their technical talents and imaginations, but because they have the time, which is in short supply these days. Our youth are a perfect match with the wisdom of the older generations. Older people have an enormous contribution to make, particularly in partnership with our youth!

Schools are finding networking allows students to use the community and community members as learning resources, and communities are finding that schools can provide training and expertise and will often open up their computer labs for community members during the evenings.

Community networking, creating a new venue for family home learning and home-based businesses, is allowing us to return to a homelife and community lifestyle similar to the agricultural age where communities once worked and learned together. What can you do to help, you ask?

Support Your Local Champions!

If your community doesn't yet have a community network, or a community training center, here's a story with some tips on planning one:

Ken and Nellie Bandelier, both retired teachers, have a vision for their community: Dillon, Montana, population 4,000. After being diagnosed with prostate cancer, Ken joined an Internet support group for cancer patients. When he went in for surgery, he had 70 letters of support and encouragement from new friends found through networking. Ken's doing fine now, and he and Nellie have developed a vision for creating a Dillon-net community network to allow Dillonites to support and encourage each other, much as Ken and Nellie experienced.

Nellie's Internet Notes

Ken and Nellie have convened a Dillon-net planning committee. To share their vision, Nellie writes a weekly column for the Dillon Tribune called "Nellie's Internet Notes." They received a computer and modem donated by United Way and a donated office through a local business. Five days a week Ken and Nellie offer free hands-on Internet-awareness training for the community. They are both instrumental in the new "Beaverhead (County) Computer Users Group," or "BUG" for short. Monthly demonstrations showcase the benefits of computers and networking for the community.

Their greatest challenge is raising community awareness regarding the benefits of community networking to secure the financial support for Dillon-net. "Public Interest Networking" is not yet a familiar concept. Local leaders are focused on budget problems, not technology. Ken and Nellie make a point of regularly meeting with local leaders to discuss the viability of community networking.

Expectations rise with experience, and Ken and Nellie hope to help community leaders gain hands-on experience with what other communities have found to work. Since many leaders are intimidated by computers, patience and perseverance are required. Videos, articles, and exploring other community networks are additional ways to build a vision of local "real benefits for real people."

The competitiveness required for success in the industrial age is being replaced by the ability to collaborate online as the key for success in the information age.

We're ultimately one human family, joined in a battle against ignorance. This battle will be fought with gentle spirits teaching a better way; moms, dads and kids, working with our electronic elders, sharing encouragement in support of the ongoing learning and empowerment of each other, as we all come to recognize we need to work together to "do what needs to be done." Are you prepared to do your part?

Citizens, through use of these new community-building tools, can be effective global philanthropists, generously sharing their time and knowledge. Caring and connectivity must come together if we're to meet today's great challenges.

Individually, we each share the challenge of helping our communities create grand collaborations of purpose and passion, and we're limited only by our imaginations.

Make the Choice to Take Action

Take the time to develop your own leadership potential. Find someone to help you get started, and then find someone you can help begin their own empowerment.

As we each learn to empower ourselves with collaborative skills, may we empower others. As we learn to be all we can be, may we bring people together to make good things happen for our communities.

Building Learning Communities Web Tour

(See the full tour at <http://lone-eagles.com/teled.htm>)

- **The New Gold Rush: Mining Raw Human Potential Using Free Web Tools**
<http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>
- **The Future of Community Development - Make the Living You Want Living Wherever You Want** <http://lone-eagles.com/comdev.htm>
Published Feb. 2001 in "Future Courses" by Jason Ohler/Technopress
- **Community Networking Primer**
<http://lone-eagles.com/articles/networking.htm>
A good first article on the practical function of community networks.
- **The Good Neighbor's Guide to Community Networking**
<http://lone-eagles.com/cnguide.htm>
Ebusiness, youth-based community development, and a bibliography listing the best community networking guides and resources. Eleven easy-reading chapters.
- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
Includes a link to a community grant template with rich resources.
- **The Ten Internet Collaborative Tools**
<http://lone-eagles.com/articles/tencollab.htm>
Published in ISTE's Leading and Learning with Technology Magazine Dec/Jan 1999 <http://www.iste.org>

- **Rural Community Internet Empowerment Resources**
<http://lone-eagles.com/ruralempowerment.htm>
- **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>
Many specific ideas and resources for community events and training.
- **Lone Eagles Learn to "Teach From Any Beach "**
<http://lone-eagles.com/articles/eagle.htm>
Learning to teach online; anyone, anywhere, anytime.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
The best ideas and resources from hundreds of community networks and related organizations.
- **Community Network Funding Sources and Grant-writing Tips**
<http://lone-eagles.com/granthelp.htm>
- **Additional Readings from Lone Eagle Consulting**
<http://lone-eagles.com/articles/articles.htm>

Community Internet Empowerment Resources for Rural Communities <http://lone-eagles.com/ruralempowerment.htm>

- **Making the Missing Connections - A Wake-up Call Regarding True Community Internet Empowerment**
<http://lone-eagles.com/wake-up-call.htm>
A realistic view of issues to be considered when considering implementation of Community Internet projects.
- **An Executive Overview for Project Planners on the Hard Questions for Community Internet Empowerment**
<http://lone-eagles.com/overview.htm>
A hard look at what's not obvious for planning a successful community project.
- **The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development**
<http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>
Mining raw human potential with free web tools. Are you ready?
- **The Future of Community Development - Make the Living You Want Living Wherever You Want**
<http://lone-eagles.com/comdev.htm>
Published September 2001 in "Future Courses" by Technopress

- **Community Networking primer**
<http://lone-eagles.com/articles/networking.htm>
A good first article on community networks.
- **Good Neighbor's Guide to Community Networking**
<http://lone-eagles.com/cnguide.htm>
Eleven chapters, including a bibliography of community networking guides.
- **Ecommerce Start-up Training Resources and Free Ecommerce Site Sources**
<http://lone-eagles.com/entrelinks.htm>
Includes Internet entrepreneurship resources for women and youth, and much more.
- **The War Against Ignorance**
<http://lone-eagles.com/hope.htm>
Becoming aware of our own possibilities.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
The best ideas and resources from dozens of community networks and related organizations.

Community Internet Awareness Events & Self-Directed Learning Resources

- **The Bootstrap Academy**
<http://lone-eagles.com/academy.htm>
Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.
- **Common Ground: A Cross-Cultural Self-Directed Learner's Internet Guide**
<http://lone-eagles.com/guide.htm>
Created for USAID, AT&T and the ERIC clearinghouse. An instructional brokerage resource with emphasis on pointing to the best online tutorials, and educational resources, on the Internet for self-directed learning. This is the text for the online course
- **"Making the Best Use of Internet for K-12 Instruction."**
<http://lone-eagles.com/asdn1.htm>
- **Building Learning Communities Web Tour**
<http://lone-eagles.com/teled.htm>
A extensive listing including two online courses for educators, three mini-courses for adults, as well as **grantwriting tutorials, funding sources, and grant templates, such as.**

- **Community Network Funding Sources and Grantwriting Tips**
<http://lone-eagles.com/granthelp.htm>
Specifically for rural community development.
- **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm>
- **Community Bootstrap Project: Learning to Do for Ourselves; Together!**
<http://lone-eagles.com/articles/boot2.htm>
Boilerplate text for YOUR community networking grant!!
- **A Free Web Tools Web Tour**
<http://lone-eagles.com/currtrout.htm>
Free web tools for collaboration, Ebusiness, and authoring web-based instructional materials
- **A Community Networking Applications Web Tour of educational, business, healthcare and electronic democracy applications**
<http://lone-eagles.com/aspen.htm>
- **Bringing Ideas Into Being**
<http://lone-eagles.com/ideas.htm>
It is not obvious, or easy, to share a community vision.
- **Creating Effective Tribal Telecenters and Community Networks**
<http://lone-eagles.com/telecenters.htm>
Applicable to non-tribal rural communities. A detailed prospectus for project directors on implementation strategies and related resources.
- **Community Internet Empowerment Resources for Native Americans**
<http://lone-eagles.com/nativeresources.htm>
An extensive list of articles and resources for community Internet project planning.

See Also: Planning for Local Community Internet Initiatives
<http://lone-eagles.com/initiatives.htm>

Oregon Youth to Bootstrap Rural Internet Awareness
<http://lone-eagles.com/oregonarticle.htm>

Rural Oregon Community Development Web Tour
<http://lone-eagles.com/ruraloregon.htm>

Idaho Youth Leadership Web Tour
<http://lone-eagles.com/idahoyouthrock.htm>

Building Local Collaborative Capacity Through Youth Leadership
<http://lone-eagles.com/capacity.htm>

Additional Readings from Lone Eagle Consulting
<http://lone-eagles.com/articles/articles.htm>

Community Network Planning Guides

This short bibliography of community networking resources focuses on the top tier of resources, from which you'll find pointers to all the rest. Watch for the names of the early pioneers in community networking which will show up repeatedly in the following resources. This short listing below is taken from the master listing at the Community Networking Clearinghouse <http://lone-eagles.com/community.html>

- **Community Network Briefing Book from the Blacksburg Electronic Village**
http://www.bev.net/form/bev_book_request.html
Printed copies sent free, on request.
- **CTCNET Startup Guide**
<http://www.ctcnet.org/toc.htm>
A guide to starting a community technology center, from the national organization of over 400+ CTC members.
- **Smart Communities Online Guides**
<http://www.smartcommunities.org>
Two thick guides and many resources.
- **Getting Online – A guide to the Internet for Small Town Leaders** <http://natat.org/ncsc>
A very basic guide from the National Center for Small Communities.
- **University of Kansas Community Tool Box**
<http://ctb.lsi.ukans.edu/tools/tb-toc1.html>
Includes a "troubleshooting guide" to improve effectiveness in community action:
<http://ctb.lsi.ukans.edu/assistance/MegaTools/Trouble>
- **Computer Lab Guidelines from the RECA Foundation**
<http://www.tcfm.org/labguide/index.htm>
- **Heartland Center for Leadership Development**
www.4w.com/heartland
From the heartland in Lincoln, Nebraska. Many resources, programs, and studies related to rural communities.
- **Virtual Power – Technology Education and Community**
<http://psrtec.clmer.csulb.edu>
Select "Virtual Power" to download as a PDF file. Multicultural community emphasis,
- **Electronic Collaboration: A Practical Guide for Educators**
<http://www.lab.brown.edu/public/ocsc/collaboration.guide>

Community Networking Associations

- **Association for Community Networking**
<http://www.afcn.net>
A national organization created by many of the original pioneers.
- **CTCnet** <http://www.ctcnet.org>
National organization supporting Community Technology Center's. Includes a guide for creating CTCs.

Community Networking Reports and Projects

- **Canadian Community Learning Networks Program**
http://olt-bta.hrdc-drhc.gc.ca/CLN/clninit_e.html
Very likely the largest community networking program ever conducted, complete with research and case studies.
- **Community Technology Review**
<http://www.comtechreview.org> Exceptional.
- **Building Online Communities: Transforming Assumptions Into Success**
<http://www.benton.org/Practice/Community/assumptions.html>
- **Report on Community Networks and Community Technology Centers**
<http://www.si.umich.edu/community/connections/findingsreport.html>
- **The Organization of Learning in Community Technology Centers: Learning with Technology in Six Communities**
<http://www.sri.com/policy/ctl/html/context6b.html>
- **Network Services Research, National Capital Freenet, Canada**
<http://debra.dgbit.doc.ca/services-research>
Exceptional articles evaluating new online services and researching network services. See "Lessons from the National Capital Freenet."
- **"Using Email lists and more: The Power of Virtual Communities on the Net"**
<http://www.makingthenetwork.org/ngflchannel/help/hlists.htm>
From Scotland and UK

Community Networking Directories

- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Borrow the best ideas and resources from hundreds of other community networks and related organizations. Build on the best.

- **University of Michigan Community Connector Resource**
<http://www.si.umich.edu/Community>
Joan Durrance and her graduate students have created a fine resource.

Community Networking Models

- **The Blacksburg Electronic Village**
<http://www.bev.net>
Student activities, online newspaper and essays from Montgomery County, VA. Very high bandwidth to many home and reportedly 86% community participation make this a one-of-a-kind testbed model!
- **Prairienet**
<http://www.prairienet.org>
700 local businesses and organizations have web sites posted. Includes text-based conferencing in a web-accessible format. Source of many innovations, such as their new asset mapping project led by Ann P. Bishop:
<http://www.prairienet.org/membercenter/ipservices/cl/assets>
- **La Plaza Telecommunity**
<http://www.laplaza.org>
A rural tri-cultural community network which was the first to use a graphical interface. **Likely to be the best rural community network.**

Electronic Democracy Web Tour

(See the Full Tour at <http://lone-eagles.com/democracy.htm>)

Citizenship is the American Ideal. There may be an army of actualities opposed to that ideal, but there is no ideal opposed to that ideal.

G.K. Chesterson

- **Liberty Net** <http://www.iscv.org>
Institute for the Study of Civic Values--Help strengthen America's commitment to our historic civic ideals. Many resources for citizens to build a true, informed, proactive democracy.
- **Neighborhoods Online: National** <http://neighborhoodsonline.net>
A key component of LibertyNet; helping neighborhood activists and organizations gain information and resources of use in solving community problems; online resource center.
- **Netaction.org**
<http://www.netaction.org>
A clearinghouse for cause-related web collaborative activities. Select the Virtual Activist training course. <http://www.netaction.org/training>

- **WebActive.com: Activist Group Directory**
<http://www.webactive.com>
Here's a great searchable directory of "communities of interest;" citizens with a mission.
- **Votelink-the voice of the 'Net**
<http://votelink.com>
Free on-line voting and discussions; See Teen Voting and discussions.
- **Freepolls**
<http://freetools.com>
Free voting and polling web tools for your web site.
- **Civicnet: Civic Dialog and Citizen Participation Resources**
<http://civic.net/civic.html>
Resources from The Center for Civic Networking and The Innovation Groups.
- **An Electronic Civil Liberties Library**
<http://www.eff.org/archives.html>
From the Electronic Frontier Foundation: Select Netculture and Online community, and Cyberanthropology.
- **Minnesota E-Democracy Initiative**
<http://www.e-democracy.org>
An exceptionally vigorous state initiative. Good source of links to similarly minded folks.

Federal Government Important Resources

- **Thomas Jefferson Government Resources**
<http://thomas.loc.gov>
Direct from the Library of Congress, here are extensive resources on current congressional activity
- **FedWorld**
<http://www.fedworld.gov>
Providing a comprehensive central access point for locating and acquiring government information.
- **FirstGov.gov**
<http://firstgov.gov>
The new federal system with links to all federal sites.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
Possible Funding for Community Technology Centers.
- **U.S. Dept. of Commerce NTIA**
<http://www.ntia.doc.gov> Case studies of Community Technology Projects.

Ecommerce Startup Resources Web Tour

(See the full tour at <http://lone-eagles.com/entrelinks.htm>)

Information condenses to knowledge, which condenses to wisdom, and value is created in an information economy.

Learning To Create A Business

- **Cisco Systems, Inc. and the U.S. Small Business Association** have teamed to offer six free Ecommerce courses covering the basics for planning, marketing and more. <http://www.sba.gov/classroom>
- **Small Business Knowledge Base**
<http://www.bizmove.com>
Teach yourself how to start a business, marketing, financial management and international trade!
- **Entrepreneur's Edge**
<http://edge.lope.org>
Learn how to be a successful Entrepreneur.
- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living.
- **Home Office Association of America**
<http://www.hoaa.com>
SoHo (Small Office/Home Office Resources;) Excellent. See their resource links.
- **Check out the Minnesota Main Street Ecommerce Curriculum**
<http://www.extension.umn.edu/mainstreet/curriculum>
One of the best.
- **"The 'E' in Me"** http://www.ait.net/groups/e_in_me/Default.htm
Entrepreneurship training resources from the Kauffman Center for Entrepreneurial Leadership.
- **E-Team Ebusiness Training Resources** <http://www.ext.msstate.edu/srdc/e-team>
Sponsored by four regional rural development organizations, site includes resources to promote research and outreach education associated with electronic business issues. From "Americans Communicating Electronically" <http://www.ace.org> A USDA Economic and Development Systems initiative.
- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov> Extensive resources.

Ecommerce Sites with Free Trials and Services

- **FreemERCHANT**
<http://freemERCHANT.com>
Free Ecommerce merchant accounts and much more for Ebusiness startups.
- **Bigstep.com** <http://bigstep.com>
Free services for creating your own E-business.
- **OLB.com** <http://olb.com>
Another free service for creating your own E-business.
- **Amazon.com's zshops** <http://amazon.com>
Free trail Ecommerce sites and a Merchant's Resource Center.
- **Many more available via listings at** <http://lone-eagles.com/webdev.htm>

Youth Entrepreneurship

- **YoungBiz.com** <http://youngbiz.com>
Free Ebusiness sites and training for youth.
- **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens.
- **Hotlist of Student Entrepreneurial Resources:**
<http://lone-eagles.com/entrelinks2.htm>
Wonderful listing of dozens of important resources for student entrepreneurship, home-based businesses, community service, and more.
- **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation
<http://www.reisfoundation.org> Youth entrepreneurship focus
- **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion dollar endowment for funding youth and entrepreneurship programs. To review their free training resources, select Entrepreneurship, then Entrepreneurship resources. Also hosting <http://www.entreworld.org>, listing extensive resources for entrepreneurs.
- **Young Entrepreneur's Organization**
<http://www.yeo.org>
Sponsored by the Kauffman Foundation. Extensive.

Women's Entrepreneurial Networks

- **Women's Rural Economic Network**
<http://www.wrencommunity.org>
<http://www.shopthewrens.com>
Collectively Making the Ordinary Extraordinary. A wonderful model!
- **Women's Economic Self-sufficiency Team (WESST) Artisans, Taos, NM**
<http://www.wesstartisans.com>
Rural women artists' web sites. Recently featured as a case study of success.
- **The Women's Business Center at Coastal Enterprises, Inc.**
<http://www.ceimaine.org/women> Betsy Tipper consulting.
Helping Maine women grow their businesses through telecommunications.
- **Center for Women and Information Technology**
<http://www.umbc.edu/cwit>
- **SBA's Women Business Owner's website:**
<http://www.onlinewbc.gov> Serious resources.

Career and Job Marketing Sites

- **Monster.com** <http://content.monster.com>
A Career Center that allows you to market your skills. Free resume posting, services for researching companies, job seeker information and has a great section on community business.
- **Freeagent** <http://freeagent.com>
Tutorials for becoming a free agent information technology professional.
- **Guru.com** <http://guru.com>
Resources for marketing your services and finding work contracts.
- **Janet L. Jordan, Master Virtual Assistant** <http://www.DallasMVA.com>
<http://www.VirtualAssistanceU.com> <http://www.VACertification.com> The cost of our 16 week program is very affordable \$750 with most participants qualifying for 50% partial scholarships.
- **Virtual Support Services** <http://vsncyberoffice.com>
Training offered by an Alaskan entrepreneur for becoming a virtual assistant.
- **Assist U - Learn to be a virtual assistant** <http://www.assistu.com>
Training for becoming a virtual assistant. Expensive - \$2500.

Unique Ecommerce Services

- **Ebay** <http://www.ebay.com>
An auction site which has provided sustainable businesses for many home-based businesses in very rural locations. Six billion will be exchanged this year by people simply posting pictures of what they have to sell. Ebay is one of the shining stars of Internet Ecommerce success. See their site map for valuable resources, and "My Ebay" for an easy way to track what you're selling or considering buying.
- **Netpreneur.org**
<http://netpreneur.org>
From Washington DC, the most electronically wired, educated, wealthy, and politically charged community in the world; here are sophisticated resources for learning how to grow an online business.
- **Telecommuting Jobs Listing and How-To-Telecommute Handbook**
<http://www.tjobs.com>
Interesting focus for a home business; to teach others telecommuting skills.
- **Mining Company Telecommuting Resources**
<http://telecommuting.miningco.com>
- **Teleprompt Teletraining**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters!!
- **Centranew**
<http://www.centranow.com>
"Redefining Elearning and Collaboration" Internet-based voice-based services, conference calls, and more! Free Trials!
- **Interland**
<http://interland.com> "We make the web work for you."
- **Wholetree Ecommerce Language Translation**
<http://wholetree.com>
Services for going global.
- **Two Magazines on Ebusiness: Business 2.0** <http://www.business2.com> and **Fast Company** <http://www.fastcompany.com>
- **Talkcity.com**
<http://business.talkcity.com>
Building communities for businesses online. Tutorials and tools available!
- **Webex.com** <http://www.webex.com>
Sophisticated business collaboration tools.

Community Networking Clearinghouse

See the full listing at <http://lone-eagles.com/community.html>

Community Network Organizations

National Community Network Directories

International Community Directories

Community Networking Guides and reports

Best Community Network Models

International Trade Training Resources

International Telework/Telecottage Resources

Wireless and Satellite Solution Models

<http://lone-eagles.com/wireless.htm>

Electronic Democracy

<http://lone-eagles.com/democracy.htm>

Economic Development

<http://lone-eagles.com/entrelinks.htm>

Online Mentoring Projects, Guides and Resources

<http://lone-eagles.com/mentor.htm>

Web-based Tools for Community Building

<http://lone-eagles.com/webdev.htm>

SECTION FIVE - IMPLEMENTING EMPOWERED COMMUNITIES

Grantwriting and Community Project Resources

This section includes one-day event models for community Internet awareness programs and many additional community engagement program suggestions and strategies. Community grant templates present specific methods for creating Internet awareness programs and action plans to help your community become aware of its own potential for Ecommerce and self-empowerment. Diverse grant-writing tutorials, templates, and funding sources for rural communities are included in this section. The following "Bootstrap Academy" presents successively greater community activities to grow local Internet awareness and capacity. Are you ready?

Welcome to the Bootstrap Academy!

Inherent within the following pages are progressively greater opportunities for individuals and communities to take hold of their own destinies. Albert Einstein once said **"We're limited only by our imaginations."** Never more true than with the Internet at our fingertips!

The ideal community self-empowerment vision is that once the Internet access becomes available, inspired citizens will immediately realize their opportunities by becoming self-directed lifelong learners, proactive entrepreneurs, and innovative skilled collaborators creating new social and economic value for their communities.

The goal is for everyone to be motivated and empowered at the highest levels possible. Community events and "web-raising" programs are needed which can demonstrate in concrete terms how to quick-start the highest levels of community action and benefits with the least overall costs in time, effort, and prerequisite literacy. Where such model communities and community programs don't exist - we need to create them. The resultant storytelling will inspire others to construct their own vision, and a action plan, for the mobilization of their own community's collective will.

Community Internet awareness events can include community web-content competitions, Internet skill-building and mentoring programs, local web-based content creating initiatives, establishing ecommerce incubators, creating community network inclusion programs, grant-writing initiatives, and utilizing the available community grant templates. While this guide provides resources for all of these, the **Bootstrap Academy**

represents a recommended progression for successively more involved programs in a step-by-step format.

Community-wide strategies for generating local Internet awareness, web-based content, and collaborative capacity are presented as a low-cost, short-term, "Ecommerce Homesteader's Cooperative" model program opportunity. Your community is invited to become one of the first model rural communities to demonstrate the self-empowerment potential of the Internet through participation in the unique community self-empowerment project defined in the following two documents:

Review the article "**Homesteading the Ecommerce Frontier**" at <http://lone-eagles.com/ecommerce-homestead.htm> and the associated grant template -

"**The Idaho Ecommerce Homesteader's Cooperative**" at <http://lone-eagles.com/homestead.htm>

I. Kickoff Community Workshops

Community presentations showcasing the best web-based resources and digital stories of community successes can articulate the opportunity for the following sequence of programs and services. The following strategies demonstrate how a community can create its own successful citizen engagement programs, web-projects and training materials. Lone Eagle Consulting specializes in uniquely motivating presentations featuring digital photography, digital art, and digital music in a multimedia story-telling format which has proved very successful over a ten-year period with diverse audiences.

II. Citizen Engagement Internet Awareness Programs: Short-Term, Low-Cost, Action Initiatives for Measurably Effective Citizen Engagement

1. Hold a Press Release Competition

Articulate a shared vision and tangible short-term goals. Hold a competition for the best Press Release on what your community could, or will, accomplish in the next 6-12 months. (At minimal cost, through the sheer will of being determined to make something good happen.)

2. Begin Holding Regular Community Technology Nights

Initiate Youth-driven digital storytelling presentations. Begin regularly scheduled community technology nights to raise awareness and provide a showcase for local innovations and to connect those who need tech-training help with those who can provide it. (Youth and elders, particularly!)

Citizens need frequent informal opportunities to see how other citizens like them are benefiting from Internet innovations. Regular (weekly or bi-monthly) entertainment-style one-to-two-hour presentations emphasizing visual web pages, digital art, digital photography, and digital music, presented by locals, particularly youth, would provide the means for generating initial awareness leading toward motivation to learn more.

The social recognition for local innovators would be self-reinforcing. A sustainable local community-driven awareness program would result, supported with local and global web-based resources.

3. Create a Community Web Content Competition

Give prizes for the best instructional site, best local resource, best collection of resources from other communities and sources, best Ecommerce site, and/or the most entertaining site. Or, hold a competition for the best (fun, or most rewarding) hands-on 15-minute web tour; a self-directed learning experience using only text and web addresses.

4. Hold a Community Web-Raising

Similar to barn-raising, bring your web-literate youth and citizens together with those who need help creating their first web pages. A community Talent Roster and/or Web-Mall could be created in a day, hosting both business sites and citizen mentoring/topical resource web sites. The social recognition would be self-reinforcing and new information-sharing relationships would result in enhanced community collaborative capacity.

5. Ecommerce "Ebay" Web-Raising

Everyone with something to sell would be invited to attend the event and bring a sample product. Youth would take digital photos of each product to be sold and would post them on Ebay. Ebay is an online auction site projected to exchange over six billion dollars in 2002. The local paper would report on how many items were posted and after two weeks and how many sold. A 10 percent commission on products sold would go to the organizations hosting the web-raising for the purchase of additional community training equipment. Ebay <http://www.ebay.com>

Citizens would become aware of the effectiveness of Ebay and would learn the basics of researching online to see what similar products are selling for. The collaborative interaction about Ebay will set the stage for local sharing as new ways of selling online are identified.

6. Quantify Effective Successive Ecommerce Strategies

Free Ecommerce curriculum, resources, and replicable models of success would be shared via web pages created by a local youth group, club, or organization. A local Ecommerce club would post the most relevant successes for local replication and inspiration on an ongoing basis. An example listing: <http://lone-eagles.com/entrelinks.htm>.

Simplest Ecommerce start-up models for home-based businesses will be detailed with successively more complex models in a step-by-step format. Citizens would participate in creating local online courses based on gathering the best Internet Ecommerce curriculum from global resources and adding to it successes from their local proving ground.

7. Develop Programs to Generate Local Web Content - Teaching Niche Market Research Skills

Local citizens need to understand to how use the Internet to research potential niche markets as part of their Ecommerce start-up strategy. Most rural communities lack an organized way of keeping citizens informed about the range of proliferating local innovations in the use of the Internet for Ecommerce as well as important social applications.

Define the process for generating high levels of local awareness of local web innovations by showcasing local web sites with emphasis on their innovations and replicability. A replicable program would be demonstrated on how to keep everyone informed and how to get citizens thinking about creating their own innovations.

A local electronic newsletter, using convenient listservs, would be created with regular updates on rural Ecommerce innovations and resources.

8. Teach Global Brokerage for Local Display of the Best-of-the-Best Internet Resources

With the number of innovations in rural communities expanding exponentially, rural citizens need to learn the process by which their community can benefit from the innovations of other communities. Seeking out the best resources and innovative models to inform and inspire local innovations is a process that needs to be modeled for widespread replication. Emphasis on display of this content should be to create an attractive, simplified display in combination with 'learning pathways' and sequential skill-building online instruction.

Define the process of gathering the most beneficial resources and replicable innovative Ecommerce models from other communities and sources to

present locally to **'fuel the home fires of innovation.'** As rural innovations continue to proliferate, they will be organized and disseminated, based on replicability, to inform and motivate rural citizens to emulate these successes.

9. Create and Share Multimedia "Digital Stories"

"Digital storytelling" multimedia presentations would provide a local forum for raising awareness. Sharing presentations between communities via the Internet can provide awareness-raising opportunities for other rural communities without the funds for formal training.

This sets the stage for community-to-community mentoring and multi-community regional cooperatives. Development of training solutions for other communities, perhaps with a citizen-to-citizen mentoring component, becomes increasingly viable. As broadband becomes more common among rural communities, sharing highest value files of this type will become a very viable application of broadband.

10. Create a Local MIRA-Like Model

Kellogg's MIRA project (Managing Information for Rural America, <http://www.wkkf.org>) demonstrated a regional model for training citizens in applications of information technology and proposal writing during 1998-2000. A low-cost local version of the regional MIRA team-building model would be created where teams focused on specific shared interests are created with the incentive of assistance creating a community resource web site for their team's cause or organization. Learning grant-writing skills and project-planning skills would be included.

The MIRA Model <http://lone-eagles.com/miramodel.htm>

11. Broker Locally Customized Print and Online Community Training Resources

The existing Internet Guides and online courses created by Lone Eagle Consulting (listed below) would be offered as core resources to be locally customized as both print and online Internet guides with emphasis on local Ecommerce successes, examples of local web self-publishing, and local social Internet innovations. For example, "Echoes in the Electronic Wind" <http://lone-eagles.com/nativeguide.htm> is a Native American version of "Common Ground - A Self-Directed Cross-Cultural Internet Guide" <http://lone-eagles.com/guide.htm>.

Citizen Engagement Skill and Mentoring Programs

12. Create a Community Talent Database

Use this simple format to list mentors by the topic areas for which they offer online email-based mentoring as a first step toward community engagement in sharing knowledge via the Internet. Local media will 'celebrate' the creation of new knowledge-sharing relationships as a means of creating community sustainability. Example: Ask A+

<http://www.vrd.org/locator/alphalist.shtml>

13. Hold a Teleliteracy Drive

United Way holds fundraising drives using a highly visible 'thermometer' to show the community how much money has been raised as an ongoing self-assessment tool.

Using a similar self-assessment tool, your community could become the first community to achieve a specific percentage of teleliteracy as measured by:

- 1) The number of citizens who have sent and received email and have browsed the web, and/or
- 2) use email regularly and offer their expertise via email mentoring to the community, and/or
- 3) the number of local citizens who maintain a topical resources page and offer online mentoring as a way to contribute to the communities' learning goals, and /or
- 4) the number of citizens completing one or more of the following short courses and the number of citizens having mentored others in taking these courses.

14. Create a Community Skills Mentorship Program

Use the following three short online courses as a train-the-trainers program. Reward with social recognition those with the most mentees who achieve the important skill milestones in the step-by-step mastery learning lessons. Or, utilize the four skills lessons in this guide which grew from the following three lessons.

Three Easy Online Mini-Courses for Internet Beginners

Each of the following free online short courses for citizens could be offered as part of a community teleliteracy program with a certificate of completion and/or an embroidered patch awarded to those who complete the lessons.

Citizens could mentor citizens with prizes for those who help the most citizens attain success by completing the lessons. Each of the following mini-courses require only four hours to complete and can be modified as necessary. Determine what your citizens need to know, and create opportunities for them to learn these skills online, either on their own, or with peer mentors.

Mini-Course 1: Self-Directed Internet Learning

<http://lone-eagles.com/eagle1.htm>

Successive hands-on experiences are simply presented to quickly build the skills for using search engines, free web tools, and the Internet to learn anything from anywhere at any time.

Mini-Course 2: Mentoring and Teaching Via Internet

<http://lone-eagles.com/eagle2.htm>

Learn to help build the learning capacity of your community through successive hands-on experiences using Internet collaborative tools and instructional authoring tools for citizen-to-citizen instruction and mentorship.

Mini-Course 3: Easy Internet Ecommerce for Beginners

<http://lone-eagles.com/eagle3.htm>

Successive hands-on experiences are simply presented to quickly build skills and concepts using free Ecommerce tools, services, and resources, with emphasis on identification of existing successful models that are the most easily replicated, such as Ebay auctions.

III. Community Training "Fast-Track" Solutions

Lone Eagle Consulting offers 'ready to go' training materials, both free and fee-based, integrating diverse Internet resources. Extensive training materials have already been developed and tested over the past several years as summarized below. For the full current listing see <http://lone-eagles.com/teled.htm>.

Depending on the local culture, emphasis can be on social, cultural, and/or workforce training Internet applications.

Best Practices Resource Guide -

"Good Neighbor's Guide to Community Networking"

<http://lone-eagles.com/cnguide.htm>

- 1) "Lessons Learned from Ten years of Community Networking Testbed Networks"
- 2) Infrastructure decision-making
- 3) Defining the community applications which 'will build measurable collaborative capacity'

Printed and online self-directed learners' Internet Guides in both a generic cross-cultural version and a Native American version with URLs of relevant examples, stories, and Ecommerce sites are listed below.

A. Common Ground: A Cross-Cultural Self-directed Learner's Internet Guide

<http://lone-eagles.com/guide.htm>

An instructional brokerage resource with emphasis on pointing to the best online tutorials and educational resources on the Internet for self-directed learning. This is the text for the online course below "Making the Best Use of Internet for K-12 Instruction."

B. Echoes in the Electronic Wind: A Native American Cross-Cultural Internet Guide

<http://lone-eagles.com/nativeguide.htm>

Same resources as Common Ground (above) but with the addition of over 20 pages of carefully reviewed Native American resources listed by topic. Emphasis is on how other Native Americans are benefiting from a wide variety of web-based applications.

C. Educational Internet Training for Teachers

The above guides are supported by free access to two college credit online classes for educators:

1) ED 567E: Making the Best Use of Internet for K-12 Instruction

Alaska Pacific University Three Semester Credit Version

<http://lone-eagles.com/asdn1.htm>

A hands-on course on how to broker the best resources for your classroom.

EDTE 5172: Making the Best Use of Internet for K-12 Instruction

Seattle Pacific University Five Quarter Credit Version

<http://lone-eagles.com/spu1.htm>

2) ED 567F: Designing K-12 Internet Instruction

Alaska Pacific University three Semester Credit Version

<http://lone-eagles.com/currmain1.htm>

A hands-on course on how to easily create Internet hotlists, web-tours, lessonplans, project-based learning activities (Webquest, Cyberfair, Thinkquest) and complete online courses using online web tools.

IV. Rural Teleworker Training program

1. Create a Skills Milestones Learning Pathway to Teach Rural Teleworker Skills with Successive Certificates of Completion

Knowledge workers need Internet collaborative, self-directed learning, and self-publishing skills. Learning to share knowledge with others on an ongoing basis is the key to sustainable success in a world where the volume of information is growing exponentially. A step-by-step mastery learning program can be simply and effectively defined and made available. Successive certificates of achievement would be included. Cisco's Academy has already demonstrated a successful model for training network technicians.

Lone Eagle Consulting can provide an unprecedented community specific or regional step-by-step training program with emphasis on a barrier-free entry level program where citizens learn to use the Internet to first teach themselves, then others, building successive skills as represented by an electronic portfolio and digital storytelling.

Basic Knowledge Worker Skill Set:

- Self-directed Learning Using Search Engines
- Collaborative Sharing
- Web-Publishing (Multimedia)
- Relationship Building, Mentoring, Collaboration and Teaching, both Locally and Globally

2. Create Electronic Portfolios and a Peer Mentoring Program with Employment Incentives

Electronic portfolios would be created to record all skill achievements, mentoring effectiveness, Internet collaborative skill demonstrations, web authoring and peer training successes. Volunteer mentoring will be used to build electronic portfolios validating their genuine collaborative skills.

Mentors would provide online training services for citizens in other rural communities to document their effectiveness delivering online training and encouragement in order to build their individual mentoring and training businesses.

Web-based electronic portfolio personal web pages will record learning outcomes, mentoring success, as well as resource brokerage skill development creating highest value resource collections that expand their expertise and abilities to assist others.

Measures of demonstrated collaborative capacity using Internet collaborative tools will be included. Once a specified level of skill has been achieved, rural telework opportunities will become viable.

Monster.com <http://monster.com> Free resume templates and posting.

See also Mt. Edgecumbe Electronic Portfolios

<http://www.mehs.educ.state.ak.us> and <http://electronicportfolios.com>

3. **Promote Rural Teleworkers**

Market your own skills or those of your community's rural teleworkers to the growing number of businesses becoming aware of the advantages of hiring rural teleworkers. Skills on how to submit online resumes for telecommuting work contracts would be the next step.

Freeagent.com offers tutorials on becoming a free agent able to accept work contracts online as do dozens of similar sites. The challenge is to learn best practices from all such sites and tailor the instruction for rural learners. It would be necessary to maintain current collections of the telework job sites, as well as current and emerging telework models such as insurance underwriting, medical transcription, web design and graphics arts, etc. Freeagent <http://freeagent.com>

V. **Simplification of Telecommunications Infrastructure and Community Technology Training Center Options**

Lone Eagle Consulting and Tamsco (<http://www.tamsco.com>) can help:

- * Provide simplified cost and performance specifics for satellite, wireless, cable-modems, fiber, and other Internet infrastructure alternatives.
- * Provide simplified definitions, models, and best practices for community networking.
- * Provide Email hosting, virus scanning, remote network monitoring, remote network maintenance and more.

We can help simplify the complexity of issues facing rural communities regarding obtaining the necessary physical infrastructure, maintenance, assessing appropriate training required to deliver specific tangible benefits, and the appropriate community applications to justify the financial investment in physical infrastructure.

- * Just what does one do with 'Broadband'?
- * Telecommunications infrastructure options; costs, benefits
- * Applications/Benefits – real world examples
- * Lessons learned from ten years of community network experimentation
- * Clarify dynamics of virtual collaborative activities in both geographical communities and communities of interest
- * Identify local computer labs and community technology center "hands-on learning" opportunities

1. Mobile Wireless Training Labs

Loaner laptops and mobile wireless training labs using laptops would demonstrate the most cost-effective methods for providing training in concert with multiple existing computer technology centers. Wireless mobile computer labs using laptops will allow temporary use of any facility for training.

Loaner laptops and computers for multiple community technology centers will showcase the most cost effective methods of training citizens with emphasis on use of the best free web tools to deliver the most tangible learning outcomes with the least time invested.

2. Multi-Community Regional Cooperatives

Create an electronic newsletter for subscribing communities, using convenient listservs to share regular updates on new success stories, Ecommerce training resources, venture capital programs, and a speakers' bureau of successful innovators and trainers.

VI. New Economical Satellite High-Speed Internet Solutions

Information is now available on new alternatives for bringing high speed Internet to your community right away instead of waiting until expensive wired solutions for high-speed Internet finally reach your community and become affordable.

Tamsco Corporation, <http://www.tamsco.com>, offers affordable Satellite Internet and Wireless solutions for communities and businesses. PH: 406-883-8500. Email: fbrown@tamsco.com A single high-speed 2-way satellite system can be shared with multiple businesses or locations via new wireless technologies to keep costs down. If you already have broadband access, the new wireless systems may be the least expensive means for distribution to homes and businesses. Free infrastructure assessments are available on request.

Satellite systems can present an immediate short-term solution providing Internet at high speeds at an affordable cost, particularly when costs are shared among multiple locations. When the preferred wired solutions become affordable and available - swapping over will be an easy task.

A statewide or regional multi-community initiative could use satellite Internet systems to initiate wide-spread ecommerce training programs without delay. Communities worldwide will soon become aware of this opportunity and there are real risks in waiting too long to begin the necessary community training.

Grantwriting Tips

<http://lone-eagles.com/granthelp.htm>

Writing grant proposals to get money to make your project happen is becoming more and more common. Here are tips and resources for writing your first grant!

1. **Find out which foundations have given grants in your region** similar to your planned proposal! Talk to those who got funded and ask for advice and ideally copies of their successful grants.
2. **Read the current guidelines** for those foundations on what they will fund and when the grants are due. If a foundation says they won't fund equipment, don't ask them for equipment (unless it's a necessary component of the part of the grant they said they'd fund!) For example: A programmatic grant could ask for \$50,000 in support equipment, but would not be considered if they called themselves a technology project. Semantics do matter a great deal!

If they say they'll fund up to \$15,000, don't ask them for \$50,000. Foundations often shift their focus, and timing can be very important. Watch for timing-sensitive opportunities. Do your homework! Grant reviewers appreciate those who paid attention to their RFP's (Requests for Proposals.) Too few do!

3. **Collect sample successful grants** to use as boilerplate models. Many foundations will send you, on request, proposals from past funded projects, or at least will give you the addresses of past grant recipients, so you can ask them directly for copies of successful proposals. The more good proposals you read, the more you'll understand how clear writing and following guidelines leads to funding.
4. **Use the same terms in your proposal** that the foundation used to describe what they want to fund. Buzz phrases push important buttons. If they tell you what to tell them: listen, and be convincing as to how your project dovetails with their posted guidelines. If an RFP says they don't fund technology grants, don't use the word technology. Find other words to express your project, ideally taken directly from the RFP guidelines.
5. **Get to know individuals** who have worked with the foundations to which you're applying. Talk to foundation personnel as much as is politely possible. Typically, little suggestions and hints you'll pick up even from a phone conversation, will make major differences in the final form and focus of your proposal. The more personal contacts you make, the better for you. Foundations appreciate those who take the time to gather all the facts, and they might even recognize your name when your proposal comes up for review. Pay careful attention on what to emphasize and what to tone down.
6. **Less is More!** Reviewing stacks of proposals is a difficult job. Grant reviewers quickly learn to scan text, particularly proposal abstracts, in an attempt to get a quick overview of exactly what you expect to do, with whom, when, how, and toward what

measurable outcome. If you are short and to the point, and you've answered the key questions, your grant will be viewed as comprehensible and fundable. If you bog down the reviewers with too much ambling detail, they'll have a hard time understanding your proposal and it is likely to end up in the "NO" pile. **Good proposals are easy to understand.**

7. **A catchy name**, like "Reach for the Sky" which is also descriptive of the project, can make a big difference. First impressions and a memorable theme and name are important! Remember they will want to promote your project proudly as one of **their** great projects.
8. **Good writing should be easy to read**, understand, and should present your ideas in an exciting, yet specific manner. The abstract of your proposal is the single most important paragraph of your proposal. You should know exactly what you're planning to do with their money, and express it in elegant simplicity. If the grant reviewer has a good idea of the direction of your proposal from reading the abstract, it creates an important first impression that you do indeed know what you want accomplish, with whom, at what cost, and specifically how.

In reading an exciting, well-written proposal, one idea follows naturally to the next. One disjointed or boring sentence can kill the mounting enthusiasm of a tired grant reader. Maintain a tempo of easy to understand sentences that build on one another in a crescendo fashion.

9. **Show in your proposal that you're aware** of who has done similar projects, and that you've partnered with appropriate entities to assure your project will have enough support to make it through to completion. Big Sky Telegraph, BST, (my former 10-year project) has helped many people get grants because it was widely known we'd been around long enough that most funders assume we won't disappear overnight. Affiliating with BST gave the impression that the grantees will have technical telecommunications support to assure their grant's success.
10. **Sustainability is a big issue.** Too many grant projects disappear after the funding is gone. How can you assure ongoing benefits once the funding runs out is one of the biggest questions in the mind of the grant reviewer.
11. **Measurable outcomes.** Once the grant is over, exactly what was produced, how will it be disseminated and exactly how many people will have benefited? How do you intend to measure tangible outcomes to prove the projected benefit actually occurred?
12. In the passion of writing a grant **it is easy to get too ambitious.** A major red flag for grant reviewers is the indication you've planned to accomplish more than your budget makes realistically attainable. It is better to limit your proposal to less, more assuredly attainable goals, than to promise more than you can deliver. Most projects find they badly underestimated funding for staff and particularly technology support. Be realistic and conservative.

13. **Tie yourself to a major regional, or national, issue** and position your proposal as a model to be replicated once you've proved your idea works. Make it clear you're not just benefiting ten people in Two-Dot, Montana, but that you're solving a problem shared by all rural schools and are creating a replicable national model. A specific strategy for broadly sharing your solution should be specifically part of your proposal plan.
14. **Choose your partners wisely.** The more partners you have to deal with, the harder it is to keep everyone happy, particularly where control of large sums of money is the issue. If you plan to be working with your grant partners for years, you'd better be sure you know who you can trust and work with. Many projects end up with internal in-fighting that takes the fun out of getting funded. Money changes friendships. Tread cautiously.

Consider whom you may have to work with if you get funded and whether you should include them for a share of the funding to avoid future resistance to your project. Grant reviewers look closely to see who is flying solo, and who works well with the other girls and boys. The better partners you have, the safer their money is when invested in your project.

15. **Even if your first grant-writing effort doesn't get funded,** the planning and writing process still allows you to resubmit your idea elsewhere. Often project partners get so committed to a good idea, even if funding isn't won, that the means for moving forward on a project can still be a possibility. Boilerplate paragraphs from old grants are typically recycled. Seasoned grantwriters are skilled recyclers, reusing paragraphs from successful grants.
16. **Make it fun!** If you get funded, you'd better enjoy working hard to make your dream happen. Be careful what you ask for, because you just might get it! Once a grant ends, what will you have built for the future? Will you be right back where you started having to write another grant? Plan accordingly.
17. **Many web sites exist to support grant-writers,** even specifically educational technology grant-writers. Knowing this, find them and use them! Search the Web for "educational technology grants" and/or "grant-writing." Below are a sampling of the best grant-writing and funding sources web sites.
18. **Evaluations are the means by which you prove your success** at the end of the grant period and are often the key to winning your next grant. Be tangible and realistic in what you set out to achieve, and in how you'll know whether you've achieved it after the money is spent.
19. **While it is considered to be inappropriate to submit the same grant to multiple funders** at the same time, one option is to change the grant slightly so multiple funded grants would actually dovetail together instead of creating duplication.

Grantwriting and Funding Sources

- **An Easy First Introduction to Grant-writing**
<http://lone-eagles.com/mira2.htm>
From Lone Eagle Consulting's community training workshops.
- **GrantGetter's Guide to the Internet**
<http://web.calstatela.edu/academic/orsp/grantguide.html>
The best single source for a beginning grant writer.
- **A Short course on proposal writing**
<http://fdncenter.org/onlib/shortcourse/prop1.html>
Well worth your time to read this entire document.
- **The Foundation center**
<http://fdncenter.org>
Searchable database with most foundations listed.
- **Philanthropy Journal**
<http://philanthropy-journal.org>
A key resource for keeping current on trends in philanthropy.
- **Rural and Community Networking Funding Sources**
<http://www.aspeninstitute.org>
Great listings of funding sources for rural community networking.
- **Markle Foundation**
<http://markle.org>
Watch for community development grants programs.
- **Morino Institute** <http://morino.org>
<http://www.venturephilanthropypartners.org>
Information on venture philanthropy.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
45 Million in Funding for Community Technology Centers
- **Federal Technology Opportunities Program (TOPS Program)**
<http://www.ntia.doc.gov>
Funding for Community Technology Projects \$12 million this year.
- **Educational Technology Grants and Grant Writing**
<http://www.netc.org/grants/index.html>

- **Grantsmanship Center**
<http://www.tgci.com> The world's leader in grantsmanship training.
Includes federal register announcements
- **Grants and Funding for K12 Educational Technology**
<http://www.lwc.edu/administrative/library/Edtech.htm>
- **The U.S. Department of Education Grant Site**
<http://gcs.ed.gov>
Note that the "Federal Register" is the master listing for all new Federal funding opportunities.
- **The National Science Foundation Grant Site**
<http://www.nsf.gov/home/grants.htm>
Recent funding trends include 'collaborative' community emphasis.
- **Kathy Schrock's Grant Listing**
<http://school.discovery.com/schrockguide/business/grants.html>
- **Univ. of Tennessee Educational Technology Grant Sources**
<http://www.utc.edu/Teaching-Resource-Center/grants.html>
- **Grant Sources for K-12 Schools**
<http://www.schoolgrants.org>
A treasure of a site, offering a Bring Home the Bacon Listserv.
- **An Online Lesson on Grantwriting**
<http://lone-eagles.com/asdn18.htm>
Includes grant templates. From an online course by Lone Eagle Consulting.

Grant Templates from Lone Eagle Consulting

<http://lone-eagles.com/articles/articles.htm>

A Community Grant Template

**A Texan Community Bootstrap Academ
"Doing for Ourselves, Together!"
An Education and Economic Development Partnership
<http://lone-eagles.com/alpine2.htm>**

**by Frank Odasz
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Abstract

A six-month community networking project is proposed to demonstrate a practical process by which citizens can learn to use the Internet to help one another build local human capacity as a natural resource for a stronger, more sustainable "learning" community. The opportunity exists to showcase new ways people can learn to work together to develop social and economic value. Unique training strategies and evaluative metrics will produce high value outcomes in the short term and demonstrate a replicable model of fast-track measurable empowerment for rural communities in the long term.

Addressing the Need

There is extensive and rapidly growing evidence that Internet infrastructure alone will not transform communities. To justify the investment in Internet infrastructure, measurement methods for defining and evaluating success are fundamentally necessary. There is a urgent need for defining the social engineering methodologies required to create measurably effective community networks. This process begins with imparting a realistic vision for participation to citizens and organizations regarding their specific roles, ongoing activities, and highest value applications. Specific short-term action agendas are required to validate the potential of Internet infrastructure for building collaborative capacity in support of the social and economic sustainability of the community.

Most of America's heartland rural communities are in economic decline, are losing population, and are questioning their sustainability. Due in part to their location, rural communities risk falling behind a changing world economy. The urgent need exists to identify a solution specific to rural communities' unique needs for full application of Internet communications capabilities.

Within the greater community, the need exists to bring together the specific sub-communities around a common purpose: the educational community, the economic development community, the healthcare community, the faith-based and community-based organizations, as examples. As the community vision becomes initially tangible and the first measurable outcomes win positive approval, the process of growing a more

and more robust community vision accelerates.

This process requires social mechanisms for encouraging and sustaining citizen participation. Social recognition is important and justified for those who contribute their time and content. Strategies such as friendly competitions can focus the community on identifying the highest quality resources and Internet applications that produce local benefit. Ongoing community goal-setting and self-assessment are fundamentally necessary if forward progress is to be achieved. **See Appendices B and C for detailed descriptions of community needs related to this proposal.**

Scope

An Inevitable Reality for Communities Hoping to be Competitive

As broadband becomes increasingly commonplace, communities are beginning to compete on the demonstrated talents of an inspired and motivated citizenry. Visible demonstrations are a selling point for a community's ability to learn, innovate, and grow their cooperative vision.

The vigor of our communities, and in fact our nation, will depend on creating motivated lifelong learners, proactive citizens who are value-driven, innovative entrepreneurs (using Internet), skilled collaborators, and citizens who are both consumers and producers - both learners and teachers, all the time.

In addition, strategies will be proven which provide the highest citizen motivation to generate the highest levels of community benefit, requiring the least investment of time, money, and prerequisite literacy. Public metrics of success are designed to become a competitive measure validating those communities who most effectively combine caring, and connectivity, with common sense.

Methodology for the Project "Kick-off"

Rising from tragedy, the recent "War on Terrorism" has created a new readiness for civic engagement in America, and if the Internet truly offers community solutions, then it's high time we got on with the task for clarifying solutions and implementing them. Clarity of vision, shared purpose, and defining the specific steps forward are vital in order to leverage the community's collective will for vigorous sustainability.

The six-month "Community Bootstrap Academy," begins with a 4-day series of project "kick-off" presentations for the key communities, within the greater community, presented by Frank Odasz, president of Lone Eagle Consulting. Through this presentation series, the whole community will be shown specific ways to demonstrate how their various constituents synergistically identify a vision, create initial web-based content, and clarify specific applications to benefit the community.

During these presentations a very realistic and doable plan for identifying and realizing the highest levels of benefit possible will be presented. Proposed is a six-month plan of engagement with a minimum of one major community event per month, but with the anticipation of many more hosted by the participating organizations. Low-cost, short-term community event models and community Internet awareness competition models

will be offered to existing community organizations and Internet Service Providers to allow them to sponsor significant contributions in web-based content and community spirit without major financial commitments. The highly replicable nature of these events and competitions will prove to be self-sustaining.

The theme for this "bottom-up" Community Bootstrap Academy is "building a learning community" by showing how to get people involved productively. The degree of benefit the community will realize from Internet infrastructure depends ultimately on how well people have learned to apply the infrastructure. A unique outcomes measurement approach will provide the community with ongoing public self-assessment measures of its progress creating a true community network. The authenticity of this community network will be determined by the public self-assessment measurements of citizen participation, new skills and content development, and new entrepreneurial start-ups. Citizens will be asked for a minimum time commitment in return for free participation in workshops and online training events. The social recognition for individuals' participation is projected to be self-reinforcing and ultimately sustainable by the community.

The Community Bootstrap Academy begins with co-authoring the press release or guest editorial which will be released as the final project component at the end of this six-month shared "web-raising" of a model community network. This public document is specifically designed to inspire other communities to imagine what can be done when a community makes the commitment to do what needs to be done. In addition, full documentation in story form of the planned activities will allow Alpine to literally "write the book" on how a community can pull together to bootstrap its own sustainability. As the original vision and story become reality through the actions of the community, **there is a real possibility that this academy can evolve into a cottage industry by which local citizens provide for-profit online mentoring services for citizens in other communities seeking to replicate Alpine's success.**

Draft of A Potential Press Release or Guest Editorial

The Alpine economic development council held a meeting, January 2002, to seek volunteers for a community economic development "Web-raising" initiative. Supported by TIF funding, local citizens and organizations created an innovative plan to work together to create a "Community Bootstrap Academy" to explore how to 'put the spurs' to realizing the untapped potential of the Internet for building a sustainable "learning" community.

Multiple community events were held to generate community Internet awareness, both offline and online. Citizens learned how to leverage the Internet to the benefit of all. As people became aware of what they could learn and share from the Internet, many new home-based Ecommerce start-up businesses were created. Knowledge of replicable Ecommerce opportunities were shared, excitement grew, and the stories of successes and new initiatives exploded.

Remarkably, over 200 citizens volunteered to offer their expertise online as topical mentors. Their collective expertise is offered to the community through the Alpine Mentorship Database. Rapid sharing of new skills created new

collaborations, resulting in new dramatically enhanced abilities of the community to share new knowledge and continually innovate using the Internet.

Furthermore, over 250 resource web pages were created, reflecting the best Internet content gathered by hundreds of citizens, totaling thousands of hours mining the Internet for the best-of-the-best resources by topic. The entire community benefited from easy access to the highest quality resources, such as replicable Ecommerce success stories. Exciting new jobs were created within the community for those who showcased the quality of their expertise through their volunteered resources.

A dozen community events, including web-based content competitions, were sponsored by local community organizations and businesses. Event sponsors enjoyed significant public relations exposure by creating opportunities for citizens to learn about the potential Internet applications and to show the community new capabilities. The social recognition citizens received served as motivation for sustaining their mentoring and web-based resource contributions.

Proudly, Alpine citizens created an enviable model community through their own spirit of determination, innovation, and generosity. Alpine plans a new cottage industry providing for-profit online mentoring services for those in other communities seeking to learn how to replicate Alpine's success in their own communities.

"Combining Caring And Connectivity with Common Sense, and a plan of action, was all it took, the Alpine citizens later reflected." "It was time to take action to assure the sustainability of our community, and we simply did what needed to be done." "We were amazed at how rapidly the vision and local innovations developed once we began efficiently sharing new knowledge online within the community."

In summary, Alpine has demonstrated that the Internet offers incredible capabilities and that a community vision for active participation is required to realize its tremendous potential. We have learned that we can create a revolution at will by accepting that there are great things we can do together using these new tools, and by deciding to prove what... We, The People, are capable of!

The full story narrative of the evolution of Alpine's successful six-month "Community Bootstrap Academy" will be available online.

Community Internet Awareness Events

Community events will be hosted in partnership with multiple community organizations and businesses specifically to provide multimedia showcase opportunities of skill and strategies for leveraging the potential of Internet to create, in new ways, both local social and economic value. Youth participation will be a special emphasis because youth today are the technology leaders in most homes and communities. Irrevocably, they are the leaders of tomorrow.

See the sample event descriptions that are listed in The Bootstrap Academy
<http://lone-eagles.com/academy.htm>.

One Competition Example: Local economic development organizations could sponsor a simple competition for the best web-based listing of Internet entrepreneurial successes that could be replicated locally. Web-based instructional opportunities related to Ecommerce would be emphasized. Winning entries would be judged as those best designed for appropriate use by local citizens.

See the "Ecommerce Start-up Training Resources"
<http://lone-eagles.com/entrelinks.htm>

The themes of "**Fun, Social, Learning**" and "**Youth-driven Multimedia Storytelling**" will leverage the opportunities to diffuse techno-anxiety barriers and bring people together around a common cause. The highest initial motivation will be achieved by sharing the social fun of learning exciting new technologies such as **digital cameras, digital art, and digital music**.

Extensive resources to support these programs have evolved from the long history of community education presentations and workshops by Lone Eagle Consulting.

Lone Eagle Consulting <http://lone-eagles.com/>

Building Learning Communities Resources <http://lone-eagles.com/teled.htm>

Rural Community Empowerment Resources <http://lone-eagles.com/ruralempowerment.htm>

A Key Pre-Planning Issue: Expectations Increase with Experience

As people learn more about the possibilities of Internet applications, "enlightened expectations" occur, where new possibilities emerge in the minds of citizens. This is a very real psychological process which needs to be recognized, implemented, and evaluated. Participants of all ages will initially draft short vision statements for how they think a community could use the Internet for self-empowerment, with emphasis on short-term implementation. Flexibility is essential in order to take advantage of insights as the project progresses. These initial visions will most definitely change and grow.

When Alpine has completed this six-month project, success will be measured by the quality of all the products that have been created that are producing measurable benefit. Alpine will demonstrate the obvious replicability of its implementation strategy through thorough documentation of the entire project, process, and products.

A key community challenge is the efficiency of the process by which citizens learn the most important Internet skills through short-term, non-threatening self-empowerment learning opportunities - ideally in association with existing community technology centers. This defined process produces local online content, multimedia communications skills that are routinely used, and a collaborative dynamic that produces visible benefit through improved communications. Only through direct hands-on involvement will the skills and potential of online learning and online collaboration be understood and embraced by the citizens of the community.

There are three online learning courses that could be created in support of this project

The first course begins with a short non-credit Ecommerce course for citizens designed as a follow-up learning opportunity for community events such as the following workshop description:

Homesteading the Ecommerce Frontier - A Three-Hour Community Workshop Description

The Internet offers unprecedented self-empowerment and Ecommerce opportunities. But, it's ultimately what people learn to do with these Internet capabilities that will determine the degree to which they will benefit. This unique workshop will present multiple opportunities for fast-track self-empowerment and Ecommerce start-up training for rural citizens. A twenty-hour online (currently non-credit) course will be offered for follow-up skill building and ongoing interaction (\$39/person.) Strategies for creating a low-cost, short-term, "Community Bootstrap Academy" to generate local Internet awareness, web-based content, and collaborative capacity will be presented. Alpine has the opportunity to become one of the first model rural communities to demonstrate the self-empowerment potential of the Internet, regardless of available Internet access speeds (bandwidth.)

- 1) **The first online course is Ecommerce and Telework Strategies**
<http://lone-eagles.com/course-registration.htm>
- 2) **A second online course opportunity is to partner with the University in Alpine to offer the following unique online course for educators:**

Course Title:

"Building Learning Communities; Creating Social and Economic Value in the Knowledge Age."

Three Semester Graduate Credits

Course Description: Learn how to integrate citizenship, character education, web-authoring, and Internet skills to engage your students with their local community to grow a vision for their joint future. Project-based learning models and extensive existing web-based curriculum will provide your students with challenges in developing their Internet self-directed learning skills. Students will identify for themselves and their community how people can learn use the Internet to develop social and economic value. Students will use online tutorials to teach themselves how to use digital art, photography, and music for digital story-telling and multimedia presentations. A student entrepreneurship challenge will focus on those Ecommerce opportunities which can provide local jobs to provide students with the option to avoid relocation upon graduation and to assure their community's future. See Appendix A for a detailed description of this proposed online course in the full online version of this proposal at <http://lone-eagles.com/alpine2.htm>.

- 3) **A third online training opportunity, proposed to be offered in conjunction with community events:**

A Community "Train-the-Trainers" Skills and Content Development Program

A unique "Train-the-Trainers" online learning and citizen mentoring resource will be created to facilitate the rapid growth of new skills and motivation. A series of very easy, but highly relevant and motivating mini-lessons will be posted on the web to help citizens quickly identify a vision of the potential. As a "Train-the-Trainers" program, each mini-lesson will point to successive levels for self-directed learning, with the incentive of a Community Builder (CyberRangers?) certification and embroidered patch for those who complete all three levels for each of the five skill categories. The five skill categories will match the five points of the Texas Star, and will be presented as clickable buttons on a star graphic web page. The Texas Star will also be the dominant image of the certification patch along with the text "Certified Community Builder - Building a Future for Alpine".

This unique "Train-the-Trainers" program will provide easy mini-lessons for the five most important community-building Internet skills, each with three successive levels for self-directed learning. The five skills categories will be the emphasis for skill development, public metrics, and trainer certification. This empowerment matrix of skills will be posted as a self-directed learning web site, with anticipation that those first "certified" will become online mentors for those to follow. This skills matrix will initially emphasize "Lone Star" independent self-directed Internet learning skills in a classic 'western individualist' context and will end with emphasizing how to apply an individual's skills toward the purposeful building and sustaining of rural Texan communities.

Five Essential Survival Skills

1. **Email Skills as Essential for Electronic Citizenship**
2. **Search Engine Skills as Essential for Self-directed Internet Learning**
3. **Web Self-publishing Skills as Essential for Local and Global Ecommerce and Expression**
4. **Mentoring and Teaching Skills as Essential for Sharing Knowledge in Your Community**
5. **Entrepreneurship Skills as Essential for Individual, Family, and Community Sustainability**

Description of the Strategy Behind This Five Skills Model

Briefly, as Email skills are developed, citizens become more connected to the community. As searching skills are developed citizens gain the ability to gather resources of benefit to themselves and the community. As basic web-authoring skills are developed, citizens gain the ability to share these resources with the community in a convenient public manner. As mentoring skills are developed,

citizens gain the understanding of how to combine email, searching, and web-authoring skills to share knowledge effectively to make a real difference in the lives of others.

Finally, as value is demonstrated, the entrepreneurial potential of instructional entrepreneurship, as well as opportunities for traditional Ecommerce, will become dramatically clear. There are three distinct learning levels for each of the five skills. The "Three Level" model described below presents an easy-to-understand learning pathway for self-empowerment.

The Three Levels for Each Skill are:

1. The Vision for Use of the Skill

A 5-minute introduction to the benefits of each skill followed by a few sample resources.

2. The Basic Instruction to Acquire the Skill

A two-hour hands-on lesson to acquire the essentials of this skill. Robust resources for additional learning will be provided.

3. The Methods for Using This Skill to Benefit Yourself and Others

A two-hour hands-on lesson to learn how to apply this skill effectively to benefit both oneself and one's community. Many examples of how others are using this skill to benefit their own communities will be presented.

Whenever citizens achieve their demonstrated "Community Builder" skill certifications, web-based recognition of their certification will be publicly displayed on the Alpine Mentorship Database which will be celebrated as a key metric of citizen commitment and talent sharing. Local trainers will become the primary online mentors for local online skills development. Those still working on their certification will be supported by the community trainers as a priority for this community-driven 'Train-the-Trainers' program. **An example Mentorship Roster is at <http://www.vrd.org/locator/alphalist.shtml> and Mentoring Models are listed at <http://lone-eagles.com/mentor.htm>.**

Two Types of Participants Will Quickly Emerge.

One type of participant will be the advanced scouts, most likely to be the most motivated youth, who will be supported to learn at their own speed. This allows for rapid generation of local expertise. The second type of participant will be citizens who work at their own pace to raise the percentage of the entire community developing skills via the easy-to-understand self-empowerment matrix. Alert individuals can ideally learn as fast as they want, to scout the frontier, and to become local mentors. Meanwhile, groups can pace themselves to explore the collaborative potential and community-wide adoption of new knowledge-sharing skills.

Skill Sharing: Many skills don't need to be learned by everyone, such as creating composite images or advanced web page features, so a barter economy focused on local niche expertise becomes immediately viable. Also, skills such as knowing how to create a

digital music sound file and posting it on a web page make better sense to be at least initially represented by someone who has achieved high levels of skill. This creates a role for multiple skills sets among multiple persons, easing the learning overhead of the entire community, while creating motivated local specialists for the higher tiers of skills in digital photography, art, video, and music. The social recognition for their showcased expertise is intended to motivate generous sharing of skills in the short term. **The end goal is to create interesting local jobs for local citizens as they demonstrate that their new skills are indeed worth paying for!**

A Community Engagement Program with Explicit Outcomes

With a core community group of more than 20 persons, participation in a metrics program would be required in return for participants receiving the free specific "Community Builder" training. As the march of time is inexorable, nothing stays the same; a community is always changing, either growing or decaying. It is fundamental to every community's future sustainability to decide whether citizens will be motivated on the one hand to contribute to the growth of their communities, or on the other hand must acknowledge and suffer the cost to the community for their lack of contribution. The project will register those citizens willing to contribute their time to help others and will ask their help to record specific progress in return for free skills training, mentoring, and participation in project events. While this commitment is non-binding, this project will document the degree to which all individuals have contributed to the good of the community. Baseline information would be assessed in a simple pre-test and post-test survey format.

Consider: Community is the sum of what we give to each other.

Community consists of those to which we give of our time and talents.

Measurements are the Key to Success

Like the United Way fund-raising thermometer, as citizens develop their skills and participate by mentoring and creating web-based content, visible progress will be displayed on both an online, and offline, a Texas Star graphic will be used as an ongoing community self-assessment tool. This will be in addition to the separate star graphic display of the skill-building mini-lessons. An initial goal of a specific number of contributing citizens would be set for this six-month project. Record-keeping will be volunteered via email, or via web-based interactive forms, as the specific means by which participants can demonstrate their support of the community and the success of this bootstrap project. The project also serves as a public showcase for demonstration of high levels of community commitment, cooperation, and collaboration.

Alpine's Star of Success: Five Community Ongoing Self-Assessment Measures for Public Display

1. The number of participating citizens with Email capabilities
2. The number of participating citizens with Searching Skills

3. The number of participating citizens hosting simple resource Web Pages
4. The number of participating citizens volunteering as Online Mentors
5. The number of local Ecommerce web pages

Additional Suggestions for Measures of Community Success

1. Infrastructure, Computer Ownership, Computer Sharing

Original Assessment: Initial and ongoing measurements are necessary for tracking availability of personal computers and Internet access, and how often citizens utilize specific public access equipment and community technology centers. Records are kept before, during, and at the end of the six-month training period by citizens as a means of measuring project progress. Loaner laptops with leasing plans and recycling used computers are recommended as economical options.

Ideal Outcomes: Assessing the change in methods of use, and access, can showcase how many citizens purchased home computers as a result of being motivated by the training, or became motivated enough to seek out regular access to public access points. Shared use of home systems is also something to monitor with social recognition given to those who help provide access and mentoring to others.

2. Self-Confidence, Vision, and Motivation

Original Assessment: Simple surveys will be used to monitor the initial and ongoing levels of self-confidence, motivation, and vision. Note that this overall project will indeed depend on the effectiveness of motivating citizens for sustained participation during the six-month training period and possibly beyond.

Ideal Outcomes: To finish the project with accurate measurements of increased motivation, self-confidence, and vision of the potential benefits could be important for future fund-raising. Demonstrating the effectiveness of the project's strategies for engaging citizens in producing tangible outcomes will inspire the replicability potential for future similar programs in other communities.

3. Community Engagement Events

Original Assessment: The project will begin with a defined number of initial "Kick-off" presentations followed by single monthly community events which will be publicly recorded under the "Alpine Star of Success" graphic (like the United Way Goals and Outcomes Model) with the sponsors, number of attendees, measurable content outcomes, and the local assessment of the effectiveness of each event. Included will be a brief note on any new short-term, or ongoing, resulting collaborations, and the creative events which proved to be the successful incentives for these new collaborations.

Ideal Outcomes: The value of the public relations benefits are expected to far exceed minor financial investments for sponsoring additional community events and web-content competitions; thus sustainability for sponsoring future events is viable. Furthermore, the ability to publicize many additional "community-generated" events will be important for future community fund-raising.

4. Archiving Storytelling, Anecdotes, and Testimonials

Original Assessment: Exciting activities begin with the very first event of the project. Stories and anecdotes will be publicly shared on the project web-site, testimonials documented, and new innovations and initiatives recorded and published appropriately.

Ideal Outcomes: The narrative of the progressively greater interest, and innovation, demonstrated by the community in expanding upon the original project plan can make a compelling story about how citizens can learn to participate directly in leveraging the public good - electronically. This story will ultimately be Alpine's most powerful promotional vehicle for the "for-profit" online mentoring services offered to other communities.

5. Skills Development, Local Online Mentoring Effectiveness, and Collaboration

Original Assessment: Simple surveys will be used to measure the initial skills of all project participants, and subsequently, the new skills that were developed. Records will be kept on public "electronic portfolios" on who mentored whom (both offline and online,) what skills were shared, and documentation of the effectiveness of their mentorship.

Ideal Outcomes: Elegant documentaries of the successes developing new skills across the community - and particularly the success of local mentors in developing new skills in others - will be a key motivator for mentors by providing them with social recognition for their generosity as well as their effectiveness. Future employability opportunities for offering "for-profit" mentoring services will require proof of one's mentoring effectiveness as documented by their "electronic portfolios."

6. Distinguishing the Best Dial-Up Applications From the Best Broadband Applications

Original Assessment: The need exists to demonstrate those community applications which best justify the considerable financial investments required to provide broadband community-wide, and to distinguish these from the best applications of low-bandwidth Internet access, such as local dial-up services. An accurate initial assessment of the best dial-up applications will be necessary to make a clear case for the need and roles for broadband services. A common mistake is to presume that the value of the community Internet applications are directly related to the level of bandwidth. On the contrary, other factors, such as human bandwidth, play a vital role in determining the level of realized end benefit,

regardless of electronic bandwidth. Years of experience with Internet training of teachers in schools have shown that if each dollar invested in infrastructure is not matched with a dollar spent for Internet training, the resulting seriously under-utilized infrastructure will devalue the infrastructure investment.

Ideal Outcomes: A specific emphasis on showcasing community applications of Internet broadband (high bandwidth) such as community self-publishing of art, music, video, graphical information systems (GIS) and more, may be necessary economically to justify the value of broadband connectivity.

Schedule

	January	February	March	April	May	June	July	August
Kick-off presentations	-----							
Six Community Events		--	--	--	--	--	--	--
Ecommerce Mini-course	-----	-----	-----	-----	-----	-----	-----	-----
Train-the-Trainers course	-----	-----	-----	-----	-----	-----	-----	-----
Educators Course	-----	-----	-----	-----	-----	-----	-----	-----
Post Tests							-----	
Final Celebration							-----	-----

Budget

The daily rate for workshops and presentations by Frank Odasz is \$1500/day. The rate for travel days and working days online from Dillon is \$500/day.

Online instruction for recertification credit for educators, and informal online mentorship for community trainers, will be delivered online to keep the training costs down and to specifically model and teach online instructional mentorship skills. The most cost-effective community strategy is to emphasize the need for a local online "Train-the-Trainers" program.

Creation of the online course for educators "Building Learning Communities" (Described in detail in Appendix A)	\$7500
Creation of the "Train-the-Trainers course -Three levels for Five Essential Skills"	\$5000
Proposed are four initial presentation days and two workshop event days per month for six months, totaling $\$1500 \times 16 =$	\$24000
Two online mentoring days per month for six months ($2 \times \$500 \times 6 =$)	\$6000
One day travel per each of the seven visits total ($7 \times \$500 =$)	\$3500
Travel expenses to be verified by receipts estimated at	\$7000
Total	\$53,000

Other Budget Considerations

1. Purchase a digital art tablet, a Sony CD-1000 digital camera, and digital music equipment totaling roughly \$2700 for each community technology center to provide

widespread adoption of these skills, plus the ability to learn digital storytelling using digital art, photography, and music.

2. Budget \$1000 per 100 copies for printing an Alpine version of "Common Ground - A Cross-cultural Self-directed Learner's Internet Guide" as a local fundraising effort, reselling them for \$15 each.. The online version is at <http://lone-eagles.com/guide.htm>

The Native American version is at <http://lone-eagles.com/nativeguide.htm>
At additional cost, Ecommerce and other specific content can be added at the client's direction.

3. Funds for prizes for multiple local web content competitions. \$1000+ for three prizes per competition. Recommended prizes are:

First Place: Digital Camera,

Second Place: Digital Art Tablet

Third Place: MIDI Musical keyboard

4. Funds for food and physical spaces for community events and celebrations for local achievements, hosting multimedia presentations, and content creation events.

Project Summary

The product of this proposal will be to have a clear plan to motivate widespread citizen participation in support of tangible community goals. Success of the plan will be demonstrated by an evaluative measurements model. This "seed" project can be expected to inspire many related local initiatives once the model of motivating citizens and measuring beneficial outcomes has been demonstrated.

Extensive articles, guides, and resources are readily available in support of the above proposal and will be demonstrated and shared during the course of this six-month project. The unique interests, assets, and personalities of Alpine will be guides for the final project implementation plan.

APPENDICES

Online at <http://lone-eagles.com/alpine2.htm>

Appendix A - Proposal For a New Online Course for Educators

**Appendix B - An Alternative Course-related Community-wide
Implementation Model**

Appendix C - "The War Against Ignorance"

Additional Community Grant Templates and Grantwriting Resources You're Invited to Use

An Online Lesson on Grantwriting from Lone Eagle Consulting

<http://lone-eagles.com/asdn18.htm>

A Simple Proposal-writing Tutorial from the Kellogg MIRA project

<http://lone-eagles.com/mira2.htm>

A Texan Community Bootstrap Academy

<http://lone-eagles.com/alpine2.htm>

Written for Alpine, Texas, January 2002

An Alaskan Village Bootstrap Academy

<http://lone-eagles.com/northstar.htm>

Written for Alaskan Native Villages November 2002

The Ecommerce Homesteader's Cooperative

<http://lone-eagles.com/homestead.htm>

Concept Paper for a Community Networking Incubator

<http://lone-eagles.com/incubat.htm>

Culture Club: A Youth-based Cultural and Community Survival Strategy

<http://lone-eagles.com/cultureclub.htm> See also <http://lone-eagles.com/capacity.htm> and <http://lone-eagles.com/trainers.htm>

Community content and self-publishing to address the global need for culturally appropriate Internet training visions and resources. Includes a Lone Eagles Apprenticeship Ecommerce program.

The Community Bootstrap Initiative "Doing for Ourselves- Together"

<http://lone-eagles.com/articles/boot2.htm>

A full USDA proposal model for Dillon, Montana

Alaskan Native Youth Cultural Community Building

<http://lone-eagles.com/bartsgrant.htm>

A grant proposal written for eight Alaskan Native Villages

Creating a Community Self-help Internet Empowerment Model

<http://lone-eagles.com/taosvisions.htm> A concept paper with many fundable ideas written for the Taos, NM Kellogg MIRA project participants, complete with grant template URLs.

Seventh Generation Community Initiative: A Model for Native American Sovereignty

<http://lone-eagles.com/7gc.htm>

More at <http://lone-eagles.com/articles/articles.htm>

SECTION SIX - APPENDICES

Preparation for Getting Online

<http://lone-eagles.com/prepare.htm>

How to Get Your Own Home Computer or Laptop

How to Get Your Own Local Internet Access Account

Build on the Best Resources Available

The Special Mindset for Success

Computer Literacy Primer

How Computers Can Help Build Community

Key Issues for Youth Using the Internet

Online Courses and Learning Pathways

<http://lone-eagles.com/self.htm>

A Highly Recommended First Online Course

Courses on Creating Your Own Online Courses

Culture Specific and Citizen-Created Courses

Online Course Sources for Professional Development

Distance Learning Clearinghouses and Virtual Universities

Building Cultural Learning Communities

<http://lone-eagles.com/culture.htm>

Culturally Appropriate Ecommerce

Cultural Entrepreneurship and Crafts Marketing

Multi-cultural Resources and K-12 Projects

<http://lone-eagles.com/multicultural.htm>

Cultural Survival Resources

Global Development Resource Organizations

Alaskan Native Innovations Web Tour

Train the Trainers Resources - Everyone a Teacher

<http://lone-eagles.com/trainers.htm>

Use of This Guide for Trainers

Hosting An Ideal Community Workshop

Leading with Digital Art, Music and Photography

A Youth-Based Community Internet Workshop

Digital Storytelling to Raise Awareness

K-100 Essential Resources <http://lone-eagles.com/k12.htm>

K-100 BEST Curriculum Resources

<http://lone-eagles.com/curric.htm>

Common Ground: A Cross-cultural Self-directed Learner's Internet Guide



**Dedicated to those good-hearted individuals who would
lend their wings to others through sharing the love of learning.**

By Frank Odasz

This entire guide is ONLINE! <http://lone-eagles.com/guide.htm>

Use of This Guide for Trainers, and for Fund-raising

This guide is specifically intended to be used as a customizable resource for citizens helping citizens to understand how to realize their own full potential using Internet tools and resources. You're invited to customize any part of this guide, and the matching web pages, to make them more relevant for your local community and culture, ideally with URL's of local examples of web innovations and home-based E-commerce businesses!

The entire 143 page word-processing file (WORD '97 format) of this guide is available for downloading from a link listed at the top of the online table of contents: <http://lone-eagles.com/guide.htm> . You'll find it most convenient to click through the links while reading the online version.

Related guides, resources, articles, grant templates, and online courses, including the **"Good Neighbor's Guide to Community Networking,"** many **Native American resources, Spanish Language Educational Web Sites, three online courses and much more** are listed at <http://lone-eagles.com/teled.htm> and <http://lone-eagles.com> .

Distribution of this document as a fund-raising opportunity for non-profits, schools and community projects is specifically encouraged, though written permission is required for any for-profit use of this document. For example, this guide might be customized to be most appropriate for Native American self-empowerment training, and sold at the Taos Pueblo as the **"Taos Pueblo Self-Directed Learner's Internet Guide!"**

Professionally printed copies are available for \$15 each, plus \$2.00 shipping. Custom printings can include title pages with your community, school, or project's name in the title and are available in batches of 100 copies or more, at no extra cost. Printed copies are less than 1/2 inch thick and are much easier to handle than 143 loose printed pages.

All material in Common Ground: A Cross-cultural Self-directed Learner's Internet Guide not specifically identified as being reprinted from another source is copyrighted March 2002 © by Frank Odasz. **You have permission to make copies for your own non-profit classroom or community use.** You may not distribute, copy, or otherwise reproduce any of this book for sale or for commercial use without written permission from the author.

To inquire regarding Internet empowerment training for your school, district, community, or organization, or to request copies, special printings, or reprint permission, contact Frank Odasz, frank@lone-eagles.com . The printing options, costs, and workshop information are detailed at <http://lone-eagles.com/services.htm> .

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About This Guide

CONTEXT: Unprecedented Self-empowerment Potential

This guide is a fast-track learning tool to help you use the Internet to learn whatever you need to know, on an ongoing basis. Your expectations of what you are capable of will grow best through direct hands-on learning, following those topics of greatest interest to you. Throughout human history, we've struggled with barriers to learning and sharing information. Today, suddenly, we have unprecedented power, which we've yet to recognize fully.

Using this guide, you'll learn to access specific information within seconds of having the need. You'll learn to create online learning experiences for others, to collaborate in many new and powerful ways, and to self-publish your own ideas using multimedia web pages.

As we first empower ourselves, and then our families, communities, and cultures, it will become overwhelming clear that there exists no upward limit to the number of people one individual can impact positively, worldwide. By sharing what we each learn, we'll all have access to all our joint knowledge. In an ideal world, we'd all save each other great amounts of time by broadly sharing the best of what we learn.

Over the next fifteen years, many of the six billion people on the planet, represented by over 15,000 cultures, will receive the opportunity to access the Internet through new satellite and wireless technologies. What they will find, and whether it's supportive of their families and cultures, may ultimately be, in part, up to you.

Through the Internet, we're all both learners and teachers, all the time. The interactive Internet offers everyone unlimited opportunity unprecedented in human history. We need to open ourselves to learning new ways of thinking in order to do what needs to be done for ourselves, our families, communities, and cultures.

As each of us learns to become a Lone Eagle - **a self-directed learner** - we'll be better able to join with other Lone Eagles to build learning communities in very powerful ways. However, there is a real responsibility that comes with this new power you'll find at your fingertips. You alone must decide what you believe about

your responsibility to help others. There is great honor in helping others, and the temptation to put personal gain before this honor.

For any community, culture, or country, to reach its full potential, the full potential of each citizen must be realized. This guide is intended to be used as a "**train-the-trainers**" resource to help others learn to become self-directed learners, and then to build learning communities.

As citizens, teachers, and parents, we must learn to teach our youth to become self-sufficient learners...if they are to fly free above the turmoil of the accelerating rate of change in our modern world. As we all learn to instruct others online, with measurable success, the door of unlimited global opportunities opens ever wider.

The specific goal of this guide is to allow you to leapfrog ahead to the best the Internet has to offer, with the least amount of time and effort. This guide presents hands-on exercises ranging from general overviews to in-depth exploration. As new, more powerful web tools evolve, this "online" guide will add them as simply and efficiently as possible.

"In the new age, we're all both learners and teachers, all the time."

This Guide presents four successive levels of self-empowerment

Level One: Becoming a Self-Directed Learner:

The reality of our fast-changing world requires that we all acquire "just-in-time" self-directed learning skills such that we can learn what we need, independently, whenever necessary.

Level Two: Self-Publishing Globally

If we all share what we learn, we'll all have access to all our joint knowledge.

"We're always ready to learn, never to be taught."

Winston Churchill;
Constructivist

Level Three: Building Learning Communities Through Mentoring and Collaboration

Community is the sum of what we give to each other, and we now can teach anything to anyone, anywhere, anytime.

Level Four: Global Citizenship and Enlightened Expectations

Public problem-solving, learning-to-earn, and electronic democracy hold our greatest individual and community benefits!

This entire guide can be found on the web at

<http://lone-eagles.com/guide.htm>

Cross-cultural Emphasis

The "cross-cultural" intent of this guide is to emphasize the potential individual and community benefits the Internet offers to all cultures. As expectations increase with experience, many will not understand what the Internet offers them until they establish their own hands-on experience and begin to see for themselves what they are capable of using the Internet's unlimited potential.

This guide is written for all cultures in celebration of the cultural heritage of humankind. This shared heritage is no less than the story of the history of humankind's search for self-identity and meaningful community. It is important that we all work together to preserve and document all world cultures, particularly the knowledge of our elders, before the opportunity is lost forever.

We're all learning that it is indeed possible to maintain one's own cultural traditions while becoming a true global citizen, skilled in information retrieval and tolerant of the diversity of all human cultures and beliefs. Cultures must change in order to survive, as they always have. As already stated, with the power the Internet brings to your fingertips, perhaps comes also a responsibility to help others. **One cannot deny that the potential for any individual, or community, to impact vast numbers of people via the Internet is very, very, real.**

For more about cultural empowerment, read Culture Club at <http://lone-eagles.com/cultureclub.htm> and page 71 of this guide.

Acknowledgements: This guide reflects lessons learned directly from working with, and listening to, Alaskan Natives, Native Americans, Migrant educators, Hawaiians, Texans, and many other diverse citizens and communities. The goal of this guide is to teach how people can best support one another using these new technologies, **combining caring and connectivity with common sense.**

Inspiration for this guide comes from my parents, Frank and Joanne, who tirelessly encouraged learning and lovingly instilled the desire to help others as represented throughout this guide.

Author's background information - <http://lone-eagles.com/articles/frank.htm>

Preparation for Getting Online

How to Get Your Own Home Computer or Laptop

You need your own computer! The most convenient place to learn about computers and Internet is at home. Happily, you'll find prices are dropping steadily! Desktop computer prices start at around \$500. Laptop computer prices start at around \$900. Leasing options can help you get a computer, with unlimited Internet for most locations, for roughly twenty-five dollars a month, with the advantage of upgrading to a newer computer later at no extra charge. See PeoplePC <http://www.peoplepc.com> for \$24.95/month, Gateway <http://www.gateway.com> for \$29.95/month. Most people spend more than this \$1/day cost on junk food. You can team up with others to share a computer to lower the cost even further.

Computer recycling programs are growing rapidly due to the increasing surplus of used computers. Inquire locally. One federal computer recycling program is <http://computers.fed.gov>

A CD-ROM drive and fast modem are generally standard, and definitely recommended. Your own connection may be through a Tachyon satellite system at speeds much faster than any modem. This will allow access to even more resources than a connection through the telephone. Don't feel you need the fastest or most expensive computer. Software is often included as well, and free software is readily available via Internet. The investment will pay for itself many times over.

For you to develop Internet skills, hands-on "quiet" time and convenient Internet access are essential. Many people are learning to use the Internet to provide technical support, and encouragement, to one another. Watch for local mentoring opportunities.

How to Get Your Own Local Internet Account

If you already own a computer, for \$20 or less a month, you can enjoy unlimited hours on the Internet, your own email account, and you can even post your own web pages! Inquire at your local computer store as to your options for local Internet access, or go to: <http://www.thelist.com> . Free Internet access is becoming available in urban areas for those willing to endure multiple advertisements.

Level Four: Global Citizenship and Enlightened Expectations
Public problem-solving, learning-to-earn, and electronic
democracy hold our greatest individual and community benefits!

This entire guide can be found on the web at
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Author's background information - <http://lone-eagles.com/articles/frank.htm>

Generally, there is a small set-up fee which includes having someone install the necessary software on your computer and provide you with a hands-on lesson on how to use your browser and email software. Step-by-step easy tutorials are included with most software programs.

Build on the Best Resources Available

You'll be amazed at how easy this whole process of getting online has become. Using search engines and modern software, you'll be able to find the specific information you need. You can build on the extensive work of others to create your own original resources and lessons, incorporating exciting resources worldwide. You can learn new common sense methods to use your limited time more efficiently.

You'll also have the option of extending your impact on the world, as you'll see others are doing, when you follow the activities in this guide.

The Special Mindset for Success: Patience and Perseverance

Learning to experiment and 'play' is important, and is one reason youth are so far ahead of adults in their comfort level with computers. Adults need to learn to play and not to fear they will break the computer, or shame themselves forever, if they make a mistake. Mistakes are positive learning experiences, make lots of them!

Computers take patience and perseverance, and can often be extremely frustrating, particularly when one is just getting started and friendly help is not immediately available.

"We're all immigrants to a new age."

Margaret Mead

It is more important to maintain an accurate overview of the capabilities of computers and Internet than to feel one has to know "how to do" everything. Once you determine what capabilities you wish to acquire as skills, learning the "how-to" is generally a straight-forward step-by-step process, which is always made more enjoyable when you can learn with, or from, someone else.

A Computer Literacy Primer

The hardest part of learning to use computers and Internet is getting started! Most people feel threatened by all there is to learn, until they gain self-confidence from learning a few initial skills. Once you better understand the broad range of possibilities, you'll find that what you really need to learn is infinitely less than you probably thought at first.

When using computers, nearly everything you'll do involves files in some way. Files of different types contain different types of information: text, images, web pages, etc. You'll basically be creating, editing, moving, sending, or receiving files of one kind or another. Most software programs have similar menus, so once you learn to use files related to a specific program, such as a word-processor, you'll have already mastered the basics of most programs regardless of the different types of files they'll use.

Nearly everything with computers becomes much more fun once you get past the jittery basics. Patience and perseverance will see you through! Take lots of breaks, use the HELP buttons contained in most software programs as they offer step-by-step instructions for most everything you can think of. Talk to those who have been using computers for a while to benefit from their experience and advice.

Learn with others whenever possible and don't be hard on yourself when you get stuck. Problems are most always little things which are best resolved by asking questions and/or noodling around when you're fresh.

How Computers Can Help Build Community

We live today in a world where the rate of change is accelerating. Being unaware of the impact these changes will have on us and our communities will have increasingly serious risks. Lifelong learning, K-100, has become an essential skill, and never stops. Many would argue this is fast becoming an essential survival skill. Information overload creates new pressures to create new forms of knowledge sharing communities.

If we all share what we know, we'll all have access to all our knowledge. If we hoard knowledge and keep it from others for competitive advantage, we'll all have only what we ourselves have learned."

What connected computers do very well is match specific needs with specific resources. Through good heartedness, and

collaborative tools, we all will be better able to find, and share, that specific information which will make a positive difference in our own lives, and the lives of others, worldwide.

With the incredible power the Internet brings to individuals, comes perhaps the responsibility to use it wisely for the benefit of all. First, we need to gain the skills to serve our own personal learning needs, and then, ideally, we'll use our skills to benefit our families, communities, nations, cultures, and the world.

If we create self-directed learning opportunities for others on the web, we may benefit untold thousands of people looking to learn what they need to know to deal with the rapidly changing realities of our modern world. Building learning opportunities, and building learning communities, are arguably the most honorable purposes toward which you can apply your skills.

As an individual, you may wish to engage in aggressive independent learning in order to meet the needs of your family, community, and culture. The Internet provides you the opportunity to learn from the best resources and people, worldwide.

Growth Steps from Individual Learning to Building Learning Communities

- 1. Mastery of Individual Self-Directed Learning Skills**
- 2. Mentoring and Teaching Others to Develop Their Skills
and Confidence to Become Self-directed Learners**
- 3. Citizenship, Local and Global:
Taking Action for What You Believe In!**
- 4. Learning-to-Earn for Individual, Familial, Community,
and Cultural Sustainability**

Key Issues for Youth Using the Internet

Before engaging youth in "live" Internet activities you should be aware of a few key issues. The following issues are explained at length on many sites on the Internet, complete with many resources for dealing with these issues. A simple keyword search on the Internet regarding the following topics will produce many other quality sites on these important issues. Tips on learning to search the Internet are included in this guide.

Copyrights and Fair Use

Because all information on the Internet is digital, it can easily be saved and reused using computers. The issue of how best to deal with copyright issues and educational fair use of this information is vitally important. Because we all will soon be producers of multimedia content on the Internet, we need to understand our own intellectual property rights! We need to learn how to properly cite resources that we intend to use as part of our own work and we must learn to assess and question the authenticity of the information we acquire.

Inappropriate Material

Because the first amendment of the constitution guarantees rights for free speech, we have the problem of pornographic material on the Internet. Hate literature and all sorts of information and propaganda from extremist groups are accessible on the Internet. Strategies for dealing with these issues vary, but are well-documented in many locations. Many resources to help parents deal with this, and other issues, are on page 23 of this guide and at <http://lone-eagles.com/webtour3.htm>.

Youth use of email and posting their own web pages raises issues of child safety and privacy. Typically, simple supervision and candid discussion with youth regarding these issues will minimize the risk of difficulties.

For Kids Only

As a member of the first digital generation, your ability to use technology, and to imagine new uses, is much greater than that of most adults. Adults would greatly benefit from your help and patience.

With the power of unlimited access to information, you might consider what your responsibility might be to use this power wisely, and to support the social good.

During your life, you'll have the power to improve the lives of an unlimited number of people, worldwide. Already, many examples exist of Internet resources created by kids that have been used by millions of people! The Internet represents far greater possibilities than most people today can envision. How you spend your time will determine the impact your life will have made.

Use your precious time wisely, take the time to have fun, and remember you are part of the first generation in the history of humankind to receive this awesome gift of power.

For Parents Only

As the first teacher of your children, you'll find many K-12 resources listed in this guide. Adults have grown up spending more than six hours a day of passive viewing of television, but children will better benefit from using some of this time for interactive self-directed learning on the Internet.

Kids spend only 19% of their time attending school. The home is the real center of learning and what you do to foster the home as a genuine learning environment is extremely important. Use this guide to get **personally involved** in the learning process to show your kids that you value learning.

Kids today represent the first generation to have unlimited information access at their fingertips. It is unlikely you will ultimately be able to prohibit your kids from access to either the good, or the bad, information that's available. However, you have the very important opportunity to help them build the understanding between what's right and what's wrong in accordance with your beliefs and culture.

Four Fundamental Historical Firsts

The Internet brings individuals and communities four indisputably important major historical firsts:

1. Fingertip access to the world's knowledge base; the ability to find specific information within seconds from worldwide sources. **This allows self-empowerment through self-directed, just-in-time, inquiry-based learning.**

2. Inexpensive global self-publishing for both individuals and communities; sharing creative works and resources with an authentic peer audience through the ability to self-publish globally using multimedia on a shoestring budget on equal par with the world's largest universities, corporations, and governments. **This allows for every story to be told and dramatically facilitates the sharing of information.**

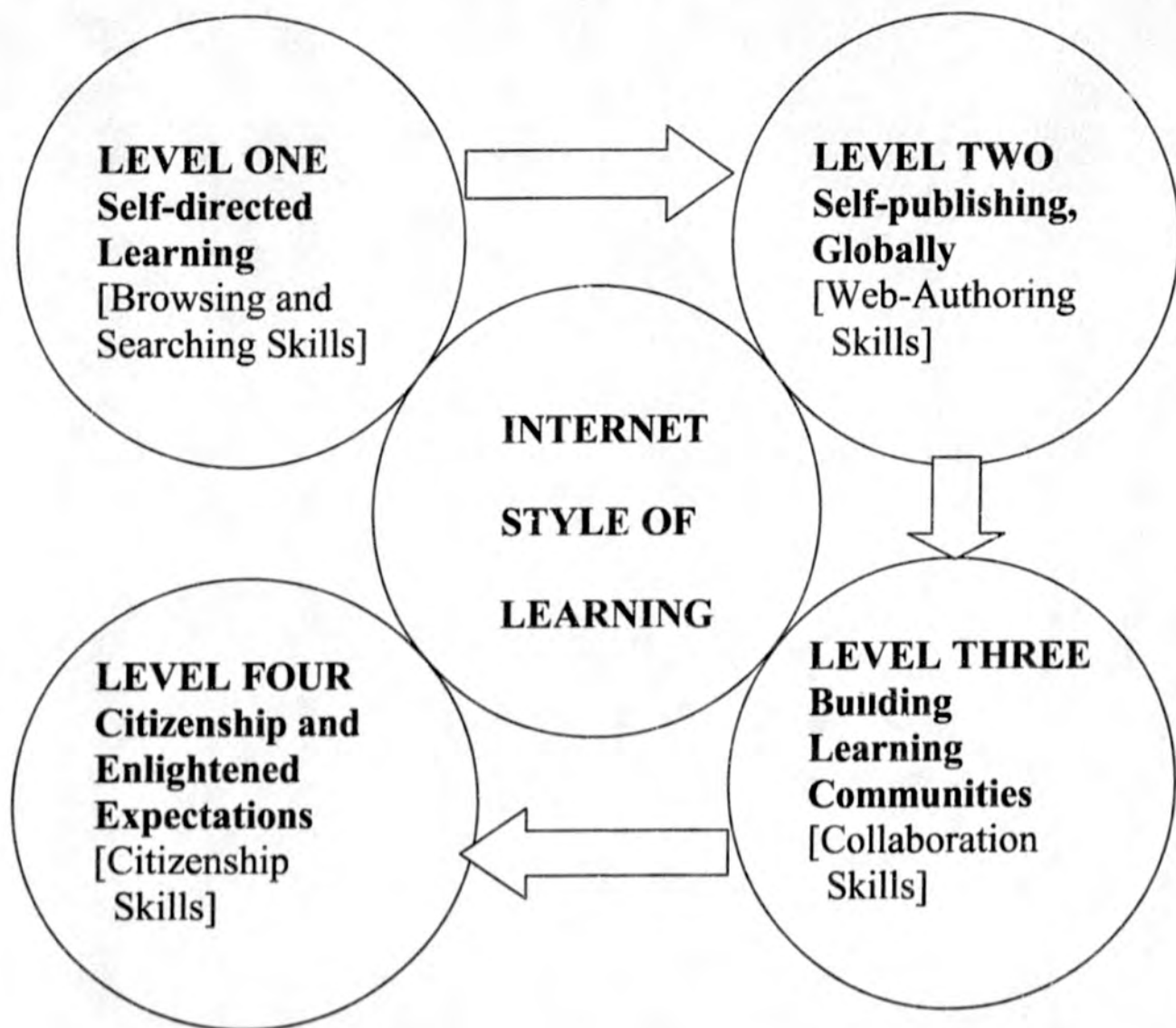
3. The ability to collaborate worldwide with individuals without restraint due to distance or time, either privately one-to-one or publicly involving whole communities, bringing people together around purposeful causes to take organized action. **The Internet increases the quantity and quality of human relationships.**

4. Youth often know more about computers and Internet than adults, making them valuable mentoring and technical support resources. Youth typically outpace adults in their acquisition of new skills when they have the opportunity for Internet access at school, and particularly at home. Why? One reason is they often have the time adults often don't have!! This creates a potentially positive opportunity for adults to learn from youth and to reward youth with social recognition for sharing their skills with others.

A Step-By-Step Guide to Self-Empowerment

This guide is structured around **four successive empowerment levels for using the Internet, related to the four historical firsts**. This guide represents a **logical, practical, cross-cultural approach** supported by self-directed learning resources from a wide variety of Internet sources. We know we all learn best through direct hands-on exploration. **Have Fun!**

The Four Levels of Internet Self-empowerment



Level One:

The Power of a Self-directed Learner

CONTEXT: It is fast becoming an essential skill to be able to find information upon a topic, reliably, competently, and at a moment's notice. Never before in human history have learners had the fingertip access to the global knowledge that they have today. Software on the Internet generally referred to as 'search engines' can search millions of resources for very specific information in seconds and are very easy to learn and use.

Minutes spent learning search engines will save hours, even weeks, of time. Learning effective techniques for use of search engines is one of the most important skills we can learn.

All software today includes thorough help guides, and since software keeps changing and improving, the skill of being able to teach oneself new software using these help guides, on an ongoing basis, is vitally important! One can observe youth being very aware of the usefulness of these help guides, while many adults are often unaware of their usefulness.

"Knowledge is of two kinds: we know a subject ourselves, or we know where to find information upon it."

Samuel Johnson 1709-1784

Quickstart Web-Browsing Awareness Activities

Regardless of your current skill level with the Internet, you're likely to find the enclosed self-directed hands-on activities helpful.

ACTIVITY: Use the following **Browsing Basics Checklist** to master web browsing.

ACTIVITY: Explore "Gearing Up With Free Web Tools!" <http://lone-eagles.com/curr tour.htm> and get your own free email account if you don't already have one!

ACTIVITY: Explore the enclosed hands-on "Quick Web Tours" <http://lone-eagles.com/webtours.htm> which interest you most, to get a taste of the best of the best!

ACTIVITY: Use the following **Searching Basics Checklist** to master Internet searching skills! <http://lone-eagles.com/search.htm>

ACTIVITY: Practice translating Web pages into different languages to see how easy it is! Details are in the **Searching Basics Checklist**!

ACTIVITY: Use the following tutorial to create your own web tours! <http://lone-eagles.com/owntours.htm>

ACTIVITY: Read the **Internet Style of Learning Essay** <http://lone-eagles.com/islessay.htm>

ACTIVITY: Review the **Teachers' Tools Web Tour** <http://lone-eagles.com/teacherstools.htm>

ACTIVITY: Review the web-based curriculum created by educators during the online course "Making the Best Use of Internet for K12 Instruction" <http://lone-eagles.com/teachercreated.htm>

Gearing Up With Free Web Tools

<http://lone-eagles.com/currtour.htm>

First there was free email (www.hotmail.com,)

(All family members can have their own email account which can be accessed through any Internet connection. Dozens of similar sites now offer free email.)

then free animated musical greeting cards

(www.bluemountain.com,)

(In only a couple minutes you can create a customized web page greeting card with animations and music. Then you can send the web address of your card via email to anyone you like! This is the quickest way to create your first web page.)

then free (14 day free trial, then under \$5/month)

web page hosting (www.homestead.com)

(Fill in the blanks to create your own web page, add your own digital photos, return anytime to make changes, give your own web address to anyone you like. Easy and free.)

then free private group conferencing

(<http://groups.yahoo.com>)

(Web conferencing, photo and file sharing, and more, which you control for your own private groups.)

then free trials for online course authoring

(www.ecollege.com)

(Anyone can teach anything to anyone, anywhere, anytime with the latest in online course authoring and course management tools.)

then free limited online business creation

(www.bigstep.com,)

(Free business web pages. Free services for receiving credit card payments through your web page are available.)

and now we're hearing about PC's that come with Internet included for \$24.95/month

(www.peoplepc.com.)

(Be sure you're in an area where local access to the Internet is available through this offer.)

What Next?!! Since many businesses have been successfully created by offering free services, and selling advertising banners based on the number of people visiting their sites, you can expect to see more free sites with increasing levels of usefulness! These businesses will be competing to see who can bring you the most benefit with the least effort and time on your part. Because of the volatility of the Internet startup companies, you may see these services merge and disappear, as other new ones begin. **See the Freebies Web Tour on page 30 or at <http://lone-eagles.com/freebies.htm>.**

How will you, and your community, stay on top of the continuing wave of new, self-empowering free services? The real question is; **"How will we all learn to use the best free web tools to produce the most tangible benefits, on an ongoing basis??!"**

Linking to the best learning resources, created by potentially anyone, adds value to any individual's web site. Such brokerage of resources is demonstrated in this guide, with sincere gratitude to those who shared their knowledge to help others win the freedom education offers.

Many more free web tools are listed at <http://lone-eagles.com/webdev.htm> , also listed on page 44 of this guide.

Master Web Browsing

Learn the basics for using a web browser to access, print, and save web pages, using the Checklist Activity on the next page or by exploring the tutorials below.

1. From the Cyber Playground

<http://www.edu-cyberpg.com>

they offer a great browsing tutorial at

http://www.edu-cyberpg.com/Read_This_First.html

A great example of easy step-by-step instruction.

2. WebTeacher Tutorials:

<http://www.webteacher.org/>

A very complete collection of short tutorials.

3. Learn-the-Net tutorials

<http://www.learnthenet.com>

A complementary second collection of great, short tutorials.

4. Polaris Internet Tutorials

<http://www.provide.net/~bfield/polaris/index.html>

To be sure you find what you need, here's one last collection.

Checklist Activity:

Web-Browsing and "Cut And Paste" Basics

The following browser basics are common to all browsers. Refer to the "HELP" buttons on your particular browser, or someone (perhaps a student) who is familiar with your browser. You may wish to utilize some of the tutorials on browsing listed in this handbook's hands-on resources.

_____ I CAN CONNECT TO ANY WEB ADDRESS

(Enter a web address to connect to a web site.)

Click on the long white bar nearest the top of the screen. If existing text in this bar becomes highlighted just type the web address for the site you want to visit and press the Enter or Return key. Otherwise, click on the white bar and notice the black vertical line (cursor) and delete the existing address, replacing it with the one you want. Press the return or enter key to connect to that web site. Most browsers have a little picture that spins or has comets flying, indicating you're connecting to a web site. If this movement stops, repeat the above and be careful not to give the computer more commands than it can handle at one time.

Anything you point to which changes the arrow cursor to a little hand with a pointing finger is called a hyperlink. Click to connect to the resource the hyperlink represents.

_____ I CAN GO BACK TO PREVIOUS PAGE

Click on the BACK button at the upper left of the screen to return to last page viewed.

_____ GO BACK TO VIEW WHERE YOU'VE BEEN

Point to the word "GO" at the top of the screen and hold down the left mouse button, (for Macs use the single button,) and drag down to the web location to which you'd like to return.

_____ I CAN SCROLL BOTH VERTICALLY AND HORIZONTALLY

Point to the vertical bar to the right of the web page and click on the little black vertical arrow at the top which points up, and then on the arrow at the bottom of the scroll bar which points down. The horizontal scroll bar at the bottom works the same way. If you click on the web page, you can also use the keyboard arrow keys.

I CAN PRINT ANY WEB PAGE

To print any web page click on the print button at the top of the screen or select the Print option from the "File" pull-down menu.

I CAN GET TO THE ONLINE HELP RESOURCES AND TUTORIALS

Click on the HELP button and experiment with both the Index and Contents options. Type "browsing" in the white bar of the Index option to see how easily it provides you with tips. Scan down the "Contents" listing to appreciate all the options available.

I CAN USE CUT AND PASTE WITH TEXT

Open a new document with any word-processing program and return to the browser. Hold the left or single mouse button down and drag it across text from any web page until the text is highlighted. From the "Edit" pull-down menu at the top of the screen select "COPY" (while the text is still highlighted.) Return to your word-processing document and select from the "Edit" menu the "PASTE" option. Repeat the process until you are comfortable with the steps.

I CAN SAVE ANY IMAGE OR WEB PAGE

Point to any image, or animation, on any web page and:

FOR PC'S: Hold down the RIGHT button, a menu will appear, select "Save Image As," and save this image wherever you like. You can then use the "Insert Image" of your word-processing or graphics programs to use the image with your own files. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

FOR MAC'S: Hold down the single mouse button, a menu will appear, select "Save Image As," and save the image. Note you can "Copy this image" which allows you to "PASTE" it in any document. Be aware of copyright issues. To save a web page select File/Save, only the text will be saved.

The Internet Style of Learning

<http://lone-eagles.com/islessay.htm>

By Robert Sibley (sibley@advanced.org) and Frank Odasz

Getting a handle on what the Internet Style of learning (ISL) entails is a more difficult task than it might at first appear. This is because it is such a new and dynamic phenomenon. Students and teachers are literally redefining ISL every day as they explore new technologies and new ways to use and combine technological and pedagogical approaches. One way to understand the Internet Style of Learning is to examine the new resources and capabilities that the Internet provides and then to explore how these capabilities are and might be used to change the way we 'do' teaching and learning.

Capabilities

1. Access to Vast Information Resources

The most widely known fact about the Internet is that through it you have access to all kinds of information, from up to the minute weather reports to copies of the Dead Sea Scrolls. If it exists, you can probably find something about it on the Internet, and you may find it fast.

2. Technology-based Information Processing

That's a mouthful, but think of it as taking word processing and expanding it to all forms of information from numbers to images, to sounds to every conceivable combination of these, and from a single file located on your hard drive or floppy to all the information in every computer that can be connected to the internet anywhere in the world. With all that information out there, you need powerful tools to help you find and make use of the small fraction that interests you. Luckily, the technology is doing a fine job of keeping pace. Web based search engines and directories help you find your needle in that very big haystack. Once you find what you are looking for, your Web browser goes to the electronic address and brings it to your computer and displays it for you. If the information is what you want, you can copy it and paste it into another software application on your computer, like a word processor, spreadsheet or database, and analyze and manipulate it there in many ways. For example, if you have imported columns of data into a spread sheet, you can compare it with other data and create a chart to visualize it graphically. You can import large amounts of text into a word processor and search through it electronically for a word or phrase, and find and export to another document those few sections that are relevant to your interest. Image, sound, and video processing software provide equally as powerful tools in those media. And the power and ease of use of these technologies increase constantly.

3. Collaboration

Internet Email may be the most underrated communication and collaboration tool in history. It is easy to use, extremely powerful, available world wide and usually very inexpensive. Information and documents can be transferred, commented on, edited, analyzed, manipulated etc., by one or any number of people, any number of times, in truly global collaboration. And Email is just the beginning.

4. Internet Publishing

The ease, both in terms of work and of cost, with which information can be published, in a growing number of formats and media over the Internet, especially the WWW, is astonishing. What is less well understood, is the publishers' ability to target his or her audience. A publisher (any one who can create a Web page and access a computer to 'host' it) has the ability to broadcast the address (url) of his or her site by registering it with all the search engines and promoting it on or off the Net, or he or she can distribute it to a selected audience, perhaps another school or class, or just one other person. In addition, the growing interactive nature of many sites means that the "audience" can also be 'participants'. Put in an historical perspective, these are awesome publishing powers, and they are the same for text, images, sound, animation, video and any combination of these. And, at the current rate of change, who knows what additional capabilities we will see next week or next month.

5. Realities and Possibilities

It is the process of using and combining these capabilities in powerful and innovative ways, that makes Internet style learning so exciting, for educators and students alike. This is still largely uncharted territory. It is what students and teachers do with these capabilities, not software companies or curriculum designers or boards of education, that will determine the ultimate success of ISL in our schools and lives. While the technology is exciting, and a strong motivating force for students, the fundamental characteristic of internet style learning is that the technology does the grunt work, it provides the capabilities for learners to cut to the chase and engage in high level, intellectually challenging learning. What follows is a very short list of some of the ways that students and teachers are using these capabilities to transform the very nature of teaching and learning. But I must stress that we have only scratched the surface of ISL potential.

6. Inquired-based, Global Research

Internet search engines allow students the ability to perform research using global resources. A teacher can solicit topics of interest for students to research and helps students develop successful search strategies by giving examples and focusing on

two or three different search tools.

7. Resource-Sharing and Collaboration

The Internet allows students many options to access expertise and to collaborate with peers. For example, single classroom or multi-classroom collaborative projects can be text-based (non-web such as email and listservs) OR web-based such as hypernews and web-conferencing. Web pages can be edited or contributed to as text documents or CGI's etc. and uploaded from almost anywhere. Email, Listservs, Newsgroups, etc. also allow access to experts and expertise in almost any field. In addition, individuals and small groups can combine and leverage the knowledge and skills of each member to create deeper and richer understandings and works. ThinkQuest Entries (see page 78) are prime models of this kind of collaboration.

8. Teacher as facilitator

Because the Internet can provide students with unlimited amounts of highly specific information, the role of the teacher shifts from being the primary content provider to that of facilitator of the process by which students access and build their own knowledge. It quickly becomes apparent that students will soon collect specific knowledge beyond the expertise of the teacher, which is a truly wonderful outcome. What teacher doesn't dream of a class in which students become experts and teach each other.

9. Student: from consumer to producer

Students are lead change agents these days due to their attraction to, and proficiency with, information technology. Since students, particularly those with home Internet access, have far more time for exploring the Internet than teachers do, individualizing their self-directed learning activities makes good sense. As students build their own knowledge, particularly with others in small groups, they can learn how to share it by posting resources on their own content related web pages and through a growing number of interactive and collaborative software tools and multimedia options.

10. Taking learning beyond the classroom

Distance learning and home-based learning are both alternatives and additions to classroom learning. In Internet style learning the walls of the classroom expand to encompass the world in every imaginable way. Information, experts, collaborators, and teachers are available to you from wherever you are, and vice versa. This encourages students to become self sufficient and self directed learners, to recognize and create value from raw information, to develop collaborative, time management, and project management skills (to name just a few) that will prepare them for the great challenges of adult life in the 21st Century.

Quick Web Tours

Spend just three minutes at each site to appreciate the volume and quality of what's available, and then return to your favorite sites later for more in-depth exploration. Here are 30-minute mini-tours of the best resources on key topics. The most exceptional links will be nearer the top of the listing. You'll find these Web Tours at <http://lone-eagles.com/webtours.htm>

MUST-SEE FUN WEB TOUR

It is very important to learn to "play" online as this is the most effective way to learn Internet skills and gain confidence using the Internet!

- **MapQuest!** <http://www.mapquest.com>
Type in any address to see custom map and much more.
- **Animated Musical Greeting Cards** <http://www.bluemountain.com>
Send animated musical greeting cards via email!
- **Weather.com** <http://www.weather.com>
Extensive weather-related resources
- **Educational Cyber Playground**
<http://www.edu-cyberpg.com> Playing to Learn, easy beginners help.
- **About.com** <http://About.com>
Mentors hosting topical resource web sites.
- **Freeshop.com** <http://www.freeshop.com>
Free web tools and freebies of all kinds.
- **Big Step** <http://www.bigstep.com>
Create your own Ebusiness site in five minutes.
- **Center for Digital Storytelling**
<http://www.storycenter.org/storyplace.html>
Resources for telling your community's story on the web
- **Leonard's CAM WORLD**
<http://www.leonardsworlds.com/camera.html>
One of the best collections of Internet camera sites. Check it out!
- **Native American Artist's Web Sites**
<http://www.indianvillage.com>
Free Ecommerce sites for Native American artists!
A great example of how easy it can be to get an Ecommerce site up and going!

General Family Health Care Web Tour

- **National Library of Medicine**
<http://www.nlm.nih.gov>
Includes "MEDLINE" a searchable medical database and much more.
- **WebMD** <http://webMD.com>
Online medical consultation, support groups and much more.
An important model for a whole new array of medical services.
- **Dr. Koop Medical Resources**
www.drkoop.com
Though rich with health resources, this site is bankrupt and may merge with other health sites. Keep an eye on it.
- **Mayo Clinic Health Oasis**
<http://www.mayohealth.org>
Diverse health resources from the famous Mayo Clinic.
- **CNN's Health Site**
<http://cnn.com/HEALTH/>
Current topical health information and links to other resources.
- **Pedinfo:** <http://www.uab.edu/pedinfo>
Index of the Pediatric Internet Searchable resources
- **Net Wellness**
<http://netwellness.org>
Consumer health information of the highest quality created and evaluated from the University of Cincinnati, Ohio State University, and Case Western Reserve University. Includes Ask an Expert and a **Minority Health Center**.
- **Healthfinder**
<http://www.healthfinder.gov>
A comprehensive Federal government database of health resources.
- **Dr. Greene's House Call**
<http://www.drgreene.com>
Parents can review lists of symptoms for advice and ask questions.
- **American Self-Help Group Clearinghouse**
<http://www.selfhelpgroups.org> An invaluable source of support.
- **Keep Kids Healthy**
<http://www.keepkidshealthy.com>
A pediatrician's guide to keeping your children's health and safety

Suicide Counseling

Thirty thousand people commit suicide every year in the U.S.
It is the third most frequent cause of death among young people.
Learn what you can do to give people the social and emotional support they obviously need.

- **American Foundation for Suicide Prevention**
<http://www.afsp.org>
An important organization with good resources related to suicide prevention.
- **Survivors of Suicide**
<http://www.main.org/sos/index.html>
A bereavement support group for those who have lost a loved one to suicide. Supportive readings, listservs, and web resources.
- **Webhealing**
www.webhealing.com
A site dedicated to emotional healing.
- **Growthhouse**
<http://www.growthhouse.org>
End-of-Life Care, Hospice, lots of resources for other purposes.
Explore!

Parenting, Family, and Child Safety Web Tour

- **ICONNECT: Family Resources from American Library Association**
<http://www.ala.org/ICONN/familiesconnect.html>
One of the very best sources for parental help with Internet issues.
- **American Library Association's Top 50 Sites for Kids and Parents**
<http://www.ala.org/parents/greatsites/50.html>
50 fun educational sites for kids and parents to explore together.
- **Parents' Guide to the Internet**
<http://www.ed.gov/pubs/parents/internet>
High quality support resources from the U.S. Dept. of Education.
- **Family Education Network**
<http://familyeducation.com>
Perhaps the best overall site for free collaborative tools and free web sites.
- **The FBI's Safety Site**
<http://www.fbi.gov/kids/internet.htm>

- **Children's Partnership Foundation**
<http://www.childrenspartnership.org>
A foundation providing high level resources to help parents and others protect children regarding Internet issues and much more.
- **Family Guidebook**
<http://www.familyguidebook.com>
A comprehensive guide for families with tips on dealing with key issues.
- **ParentSoup**
<http://www.parentsoup.com/edcentral/alu/facts.html>
One of the more popular sites for parents, fun and also useful.
- **Sesame Street Workshop**
<http://www.sesameworkshop.org>
Includes a parent's toolbox and family learning fun.
- **Single Parents**
<http://www.makinglemonade.com>
Specifically for single parents to help them deal with their special issues.
- **Women's Network**
<http://iVillage.com>
A new site for women only, exciting range of new services with opportunities to engage with other women in online discussions.
- **For Women, By Women**
<http://oxygen.com>
Oprah's new site for women, designed to be a very different type of site.
- **ParentsPlace.Com**
<http://www.parentsplace.com>
Articles on pregnancy, breast feeding, baby, adolescence, and parenting.
- **Fathers' Rights & Equality Exchange**
<http://www.vix.com/free>
Resources specifically for fathers with emphasis on legal help.
- **National Parent Information Network**
<http://www.npin.org>
Provides information and communications capabilities to parents and those who work with parents.
- **America Links Up**
<http://www.getnetwise.org/americalinksup>
Resources for parents and kids.

Kid's Web Tour

- **Top Fifty Extraordinary Experiences for Internet Kids**
<http://www.netmom.com>
Jean Armour Polly's Top Fifty Extraordinary Experiences for Kids.
- **Government Sites for kids**
<http://www.codetalk.fed.us/planet/government.html>
A listing of the kid's resources sites created by many governmental agencies.
- **Kids Connect**
<http://www.ala.org/ICONN/kidsconn.html>
From the American Library Association
- **Federal Kids Safe Resources Listing**
<http://www.kids.gov>
- **Berit's Best Sites for Children**
<http://www.beritsbest.com>
Extensive listing of good and safe sites to visit.
- **MidLink Magazine**
<http://longwood.cs.ucf.edu:80/~MidLink>
Middle School Magazine for kids, by kids. Exceptional!
- **GirlSite - For Girls ONLY!**
<http://girlsie.org>
Likely to be the best, "for girls only" site on the web.
- **Listing of 'Girls Only' sites**
<http://www.edu-cyberpg.com/Teachers/womengrrlstech.html>
- **MentorGirls**
<http://www.MentorGirls.org> Long listing for 'girls-only' resources.
- **4Kids**
<http://www.4kids.org>
The Quickest Shot to the Coolest Spots on the Internet--
in the Newspaper and on the Web!
- **Kids on the Web**
<http://www.zen.org/~brendan/kids.html> A listing of dozens of kids sites.
- **Kids and Parents**
<http://pages.prodigy.com/ID/merit/meritkids.html>

- **CyberKids** <http://www.cyberkids.com> and <http://www.cyberteens.com>
- **Technology Learning Magazine's Listing for Kids**
http://www.techlearning.com/content/reviews/articles/hotlist_stud.html
- **Kids Domain**
<http://www.kidsdomain.com>
A wacky playplace for kids explore.

Search Engines for Kids

Each of these is safe for kids!

- **Ask Jeeves for Kids**
<http://www.ajkids.com>
Just type in a question to find resources.
- **Yahooligans!**
<http://www.yahooligans.com/>
Safe exploring for elementary kids.
- **Super-Kids**
<http://www.super-kids.com>
A super-guide to finding stuff on the web.
- **AOL Netfind for Kids**
<http://www.aol.com/netfind/kids/home.html>
America Online's contribution to safe searching for kids.

Student Research Tools Web Tour

- **IPL Citing Electronic Resources**
<http://www.ipl.org/ref/QUE/FARQ/netciteFARQ.html>
A useful listing from the Internet Public Library.
- **Technology Learning Magazines Student Homework Hotlist**
http://www.techlearning.com/content/reviews/articles/hotlist_stud.html
From the International Society for Technology in Education, here are many quality resources.
- **My Virtual Reference Desk**
<http://www.refdesk.com>
One of the very best reference resources integrating many research tools.

- **WWW Virtual Library**
<http://www.vlib.org>
From Stanford University, this is an extensive resource for student research.
- **StudyWEB** <http://www.studyweb.com>
Includes a search engine, topical directory, and a teacher's guide.
- **Research-It!** <http://www.itools.com/research-it/>
More than 15 useful research tools all at one site, plus language translators.
- **Virtual Reference Desk**
<http://www.vrd.org> Extensive high quality resources.
- **Library of Congress** <http://lcweb.loc.gov/>
Perhaps THE biggest resource library in the world.
- **Biography.com** <http://www.biography.com>
Extensive biographical resources.
- **CNN Interactive** <http://www.cnn.com>
Current news information and many other services.
- **BigChalk.com**
<http://www.bigchalk.com>
Select student resources for vast searchable resources.
- **Homework Sites Listing**
<http://www.zen.org:80/~brendan/kids-homework.html>
Kids on the web – homework tools. A master listing of homework sites.
- **Encyclopedia Britannica**
<http://www.eb.com> The famous encyclopedia is now searchable online.
- **Bartleby.com**
<http://www.bartleby.com>
Multiple major English and literature resources, including Elements of Style, Familiar Quotations, and much more.
- **World Facts Book from the Central Intelligence Agency (CIA)**
<http://www.odci.gov/cia/publications/factbook/index.html>
Fast facts on countries around the world.
- **Researchpaper.com**
<http://www.researchpaper.com>
- **Encarta Learning and Research**
<http://encarta.msn.com> Microsoft's resources.

Preschool and Primary Resources

- **PBS Preschool Resources**
www.pbs.org/kids/preschool
PBS has created "TeacherSource" with 1,000 lessonplans.
- **KidsSource: Homework Helper**
<http://www.kidsource.com/kidsource/pages/education.homework.html>
See their preschool section among their many homework site listings.
- **The Educational CyberPlayGround**
<http://www.edu-cyberpg.com>
A fun place to learn with simplified tutorials and resources.
- **Sesame Street Workshop**
<http://www.sesameworkshop.org>
- **The Crayola Crayon Site**
<http://www.crayola.com/educators/index.cfm>
Helps young children preK-2 learn to manipulate the mouse on a computer through online drawing and coloring webpages.
- **Kids Create Music Online with Other Kids!**
<http://www.kidlink.org/KIDPROJ/Midi/index.html>
- **Web Guide to Children's Literature**
www.acs.ucalgary.ca/~dkbrown
Internet resources related to books for children and young adults.
- **ProTeacher**
<http://www.proteacher.com>
An educational Yahoo-style directory of resources for all ages.
- **Kid's Vista**
<http://www.kidsvista.com>
The Original Kids Web. A comprehensive digital learning resource library.
- **Zoom School**
<http://www.zoomschool.com/subjects>
An on-line elementary school classroom with lessons in geography, biology, language arts, and early childhood activities.
- **Remedial Reading Resources**
<http://www.kn.pacbell.com/wired/fil/pages/listremedialr.html>

NOTE: Most K-12 web sites have sections for preschool and primary.

Adult Literacy Resources

- **Elearners.com**
<http://elearners.com>
Extensive links to hundreds of free tutorials and courses.
Elearners Directory of online courses
<http://elearners.com/gna/courses.htm>
- **Thirddage**
<http://www.thirddage.com>
Specifically for seniors, formerly known as Seniornet, offers free online courses. Wonderful resources!
- **Learn2**
<http://learn2.com> Free and commercial learning resources for everyday life as well as business elearning solutions.
- **Cyber Playground's Literacy Resources**
http://www.edu-cyberpg.com/Literacy/Home_Literacy.html
Exceptional quality with a touch of humor. Play to learn.
- **Ehow.com**
<http://www.ehow.com>
Topical directory for how-to information, a classic resource for finding car insurance, real estate, and much more.
- **How Stuff Works**
<http://www.howstuffworks.com>
Another topical directory for how-to information.
- **Free-Ed.Net**
<http://www.free-ed.net/catalog>
Dozens of free courses.
- **Beginner's Technical Tutorials**
<http://www.beginners.co.uk>
A large selection of free online tutorials and 300 fee-based online courses.
- **Help2Go.com**
<http://Help2Go.com>
Free computer advice and tutorials.
- **FreeTutorials.com**
<http://freetutorials.com> Free tutorials in seven major categories.

- **ZDNet.com**
<http://zdnet.com>
Shopping, investments, topical resources with general technical orientation.
Here's their links to How-To and Expert help resources.
<http://www.zdnet.com/zdhelp>
- **Expertcity**
<http://expertcity.com>
A human behind every click, browse experts by topic.
- **Rhode Island Literacy Resources**
http://www.brown.edu/Departments/Sweater_Center/Literacy_Resources
Click on "Links/Resources" for an exceptional listing of literacy resources.
- **Adult Literacy Resource Institute**
<http://www.alri.org/integratech.html>
Extensive resource listings from David J. Rosen, Director of the Adult Literacy Resource Institute in Greater Boston.
- **Western/Pacific Literacy Network LINC**
<http://literacynet.org/lincs>
This adult literacy resource site provides an interactive structure for communication, educational materials, and sharing of literacy information.
- **Literacy Link**
<http://www.pbs.org/literacy> A major resource from the folks at PBS.
- **The National Adult Literacy Database Inc.(NALD)** from Canada
<http://www.nald.ca> An intriguing database "borrowed" from the north.
- **DIAL: Distance Instruction for Adult Learners** <http://dialnsa.edu>
The New School's Distance Instruction for Adult Learners (DIAL) program.
- **Federal Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
Funding for Community Technology Centers
- **Workers.gov** <http://www.workers.gov>
Extensives resources for the transition from welfare to work.
- **Listservs of Interest for Adult Education Practitioners**
<http://www.philaliteracy.org/initiatives/listserv.html>

For more on online learning sources see the listing at the end of the Mentoring Resources <http://lone-eagles.com/mentor.htm> and on page 61.

Free Learning and Other Freebies Web Tour

- **Free Educational Resources**
<http://www.all-4-free.com/educational.html>
- **Free-Ed.Net**
<http://Free-Ed.Net/catalog.htm>
Dozens of free courses.
- **Freeskills.com**
<http://Freeskills.com>
A large selection of free online technical training courses
- **FreeTutorials.com**
<http://freetutorials.com>
Free tutorials in seven major categories from applications to web skills.
- **Federal Resources for Educational Excellence**
<http://www.ed.gov/free>
Call 800-USA-LEARN for packets. Many free resources from the federal government.
- **Freebies for Teachers**
<http://freebies.miningco.com/library/weekly/aa090197.htm>
- **Freeshop.com**
<http://www.freeshop.com>
An amazing offering of free web tools and freebies of all kinds.
- **The Free Site**
<http://thefreesite.com>
Yahoo-style directory of freebies with listserv for updates.
- **Want Free**
<http://wantfree.com>
6,200 links to freebies.
- **Just Free Stuff**
<http://justfreestuff.com>
Over 50 categories of free stuff.
- **A listing of 15 additional freebie sites -**
http://www.thefreesite.com/Other_Freebie_Sites

General Educational Web Tour

- **Sites For Teachers**
<http://www.sitesforteachers.com>
All subject areas covered. A great site to explore.
- **Kathy Schrock's Guide for Educators**
<http://discoveryschool.com/schrockguide/>
Testimony to what one teacher can do to support other educators.
- **American Library Association's ICONNECT Topical Favorites**
<http://www.ala.org/ICONN/kcfavorites.html>
Exceptional in the range and quality of educational resources.
- **Blue Web'n** <http://www.kn.pacbell.com/wired/bluewebn>
Pacific Bell's high quality educational resources.
- **Heritage Institute K12 Resources and Online Courses for Teachers**
<http://www.hol.edu> 60 courses for teachers, and help creating your own courses. <http://www.hol.edu/k12links.html> Extensive K12 resources.
- **Teachers Helping Teachers**
<http://www.pacificnet.net/~mandel/>
Practical Help and lessonplans from peers.
- **Thinkquest Subject Guide:**
<http://thinkquest.org/library/> *See also* <http://www.thinkquest.org>
Over 5,000 Student-created instructional websites listed by topic.
- **Internet Public Library** <http://www.ipl.org/ref/>
Librarians have created an amazing resource.
- **Internet for Educators from Qwest**
<http://www.uncwow.org/classes> - Tutorials for Educators.
- **Classroom Connect** <http://www.classroom.com>
Resources and products for integrating Internet into the K12 classroom.
- **Special Education Web Tour** <http://lone-eagles.com/virginia.htm>
- **Character Education Web tour** <http://lone-eagles.com/chared.htm>
- **Education and Technology Newsletter by Dee Hill**
<http://www.nvo.com/ecnewsletter/looks/sitemap.nhtml>
MUST SEE! Extensive listings of virtual fieldtrips and more.

Teachers' Web Tools Web Tour

<http://lone-eagles.com/teacherstools.htm>

"We don't stop playing because we grow old, we grow old because we stop playing."- an unknown Alaskan philosopher

More sites are appearing with easy "fill-in-the-blank" methods to create web-based online classrooms, quizzes, and curriculum! Here are some of the best, taken from the full listing of Web Authoring Resources at <http://lone-eagles.com/webdev.htm>

- **Classbuilder.com**
<http://www.classbuilder.com>
Create quizzes and assignments
- **MyClass.net**
<http://www.myclass.net>
Allows a teacher to set up an electronic learning environment that includes email, discussion boards, a homework drop where students can submit homework, a resources section that can be customized for any class or lesson, and an assignments area for the teacher to post assignments for students to access. MyClass also allows a teacher to upload documents for the students to download, print, etc.

Create Your Own Free Web Pages.

- **Yahoo's Geocities**
<http://geocities.yahoo.com/home>
- **Two Lycos Sites**
<http://www.angelfire.com> <http://www.tripod.com>

Easy Curriculum Tools

- **A Free Gradebook Tool**
http://www.mygradebook.com/how_it_works.cfm
- **A Webquest Generator**
http://teachers.teach-nology.com/web_tools/web_quest
Very easy
- **Teach-nology Tools**
http://teachers.teach-nology.com/web_tools
See the main site at <http://teachers.teach-nology.com>
- **Tools for Teachers <http://4teachers.org>**
Project-based learning checklists, quiz-maker, and more.

- **Rubric Creator**
<http://rubistar.4teachers.org>

The following sites offer ways to collaborate online with parents, students, teachers, and administrators, all for free.

- **Nschool** <http://nschool.com>
Free web-based educational system for communication between parents, educators, students and administrators!
- **My School Online** <http://myschoolonline.com>
Free web services for schools, sponsored by the Family Education Network.

See how Pam (below) has used the [myschoolonline](http://myschoolonline.com) site to create the following wonderful K3 resource!

- **Pam Elliott's K3 Supersite** http://myschoolonline.com/ME/Mrs_Elliott
A great example of how a free web site service can be used by one teacher to benefit hundreds of others.
- **K-12 Nation** <http://k12nation.net> Allowing educators, parents and students to communicate online.
- **Highwired.net** <http://www.highwired.com>
Free web sites for schools, school newspapers, and more!
- **Classroom Connect**
<http://www.classroom.com/community>
Here is a site that will give you ideas of how to connect teachers, school, parents, and community members for discussing, sharing, and collaborating ideas and resources.
- **Funbrain.com** <http://funbrain.com>
A favorite site offering free quiz creation and many puzzles.
- **Filamentality - Easy Curriculum authoring**
<http://www.kn.pacbell.com/wired/fil/formats.html#Sampler>
Five types of curriculum you can create online in minutes; Hotlists, Multimedia Gallery, Scavenger Hunt, Sampler, Webquests.
- **Web and Flow - Many curriculum authoring alternatives!**
<http://www.web-and-flow.com>
A new service evolved from Filamentality with more features, but requires a nominal annual fee. Free trials available. Strongly recommended!
- **Tramline** <http://www.tramline.com>
Make your own web tours. Free web posting!

- **NoodleTools** <http://www.noodletools.com>
Tools for writing bibliographies and researching.
- **MyBookMarks.com** <http://www.mybookmarks.com>
Maintain your bookmarks collection online from anywhere.
- **Blackboard.com**
<http://www.blackboard.com>
Create an online course with the best course management tools, to be posted free! The best such resource available!
- **Bigstep.com** <http://bigstep.com>
Free services for creating your own E-business!
- **Web Authoring Toolbox**
<http://tecfa.unige.ch/guides/toolbox.html>
You never know where you'll end up following these links!

Instructional Entrepreneurship Models for Innovative Educators

Wouldn't it be nice if someone would just collect all the best links for you? Here's some super sites created by super individuals reflecting untold hours of collection effort! Consider sharing Backflip with your peers to allow sharing of resources.

- **Backflip.com** <http://www.backflip.com>
A free means of sharing your bookmarks publicly with peers and students.
- **Donna's Backflip Site Example with 1000 links:**
<http://www.backflip.com/members/donnamh>
- **100 Best-of-the-Best hot sites for families from Jean Polly**
<http://netmom.com/ikyp/samples/hotlist.shtml> Highly Recommended!! Jean Armour Polly (netmom.com) has a 600 page Internet Yellow Pages for kids and families which is safe and rather excellent. Here's an article with some samplers.
http://inq.philly.com/content/inquirer/2000/12/14/tech_life/VLNZ14.htm
- **Education and Technology Newsletter by Dee Hill**
<http://www.nvo.com/ecnewsletter/door>
<http://www.nvo.com/ecnewsletter/looks/sitemap.nhtml>
Incredibly great! Extensive listings of virtual fieldtrips and more. The potential of the web for instructional entrepreneurship is being demonstrated by a wider and wider variety of online services.
- **See what teacher's created through Lone Eagle Consulting's courses!**
<http://lone-eagles.com/teachercreated.htm>

For more tools search for "teacher* AND tool*"

Checklist Activity:

Internet Searching Basics

You might like to use the searching tutorials given at the end of this activity page, those listed in the enclosed resources, select from the search tutorials section of <http://www.searchenginewatch.com>

_____ I CAN USE MY BROWSER'S SEARCH BUTTON

Click on the SEARCH or Netsearch button at the top of your browser. Review the entire web page noting multiple search engines are listed in addition to the one which presents a white bar for entering your keywords related to your search topic.

_____ I CAN GO TO SPECIFIC SEARCH ENGINES

In the white bar of your browser, (not the bar of any search engine,) enter <http://www.altavista.digital.com> and press Enter or Return. You should see Altavista's search engine appear on the screen. Don't be fooled by advertising banners with white bars attempting to mimic search engines.

_____ I CAN SEARCH USING SINGLE KEYWORDS

In the Altavista white bar near the middle of your screen enter a single word on a topic of interest to you, such as "dinosaurs" and either click the "Search" button to the right of, or below the white bar, or just press "Enter/Return" key. Within a few seconds the results of your search will appear, but you may not see them until you scroll down past the top portion of the page.

I CAN SEARCH USING MULTIPLE KEYWORDS

Click the BACK button to return to your original search screen. Change your search to "dinosaurs AND birds" and search again. Notice the number of pages retrieved is less. The more key words you use, the more specific resources you'll retrieve. On the other hand, using 'dinosaurs OR birds' will retrieve many MORE pages than using dinosaurs alone. (Memory trick: "OR IS MORE.")

I KNOW WHERE TO FIND TIPS ON EFFECTIVE SEARCH METHODS

Examine the main search engine screen for buttons labeled "HELP" "TIPS" or "Advanced Search" and you'll find short, helpful suggestions on how to conduct more targeted searches. Tutorials on searching are available at <http://www.searchenginewatch.com> (Select Web Searching Tips!)

I UNDERSTAND THE DIFFERENCE BETWEEN SEARCH DIRECTORIES AND SEARCH ENGINES

Read about the differences at:

<http://school.discovery.com/schrockguide/mystery/mystery1.html>

I CAN TRANSLATE ANY ENGLISH LANGUAGE WEB PAGE INTO FIVE DIFFERENT LANGUAGES

Go to <http://babelfish.altavista.digital.com> and enter a web address for the web page to be translated into the white box. Select the language desired. Click on the help button for more tips. NOTE: Any search performed at <http://altavista.digital.com> will have a translate hotlink at the end of each retrieved resource which will produce the same translation box as above.

For more language translation resources search for "language translation" as many new resources are appearing regularly!!! Many translation sites are listed in the Foreign Language Web Tour of this guide on page 127.

Creating Your Own Web Tours

It is easy to create your own Web Tours on any topic using search engines. Here's how. Since most word processors allow you to save any page as a web page, you just need to type in a list of web addresses and save the list "as html" to create a web page!

You'd first go to good search engine like <http://askjeeves.com> and would enter the words for whatever you're seeking like "Native American." If you include the quotes it will retrieve only web sites with the exact phrase "Native American." Without the quotes, all pages with the word "Native" and all pages with the word "American," will also be retrieved, which is not what you want. The more specific the phrases you put in quotes, the more specific your results will be! If you add "AND storytelling" you'll get Native American storytelling resources, and if you add "AND coyote" you'll get a listing of coyote stories! Try it!

Let's say you want to create a listing of tutorials on learning search engines. You can enter "search engine AND tutorial*" to your search phrase you'll get a listing of only search engine tutorials. The * at the end of the word "tutorial" means it will retrieve pages with any letters attached to the word "tutorial," such as "tutorials". Many similar, and easy, ways of making your searches more specific are found by clicking on the HELP buttons present in all search engines. Take a few minutes to learn them by experimenting, and you'll save hours of time! Use this method to find tutorials on **anything** you want to learn. **Be sure to try this!**

One Big Secret for Saving Lots of Time!

Once you find a site which matches the topic of your search, one of the first things to check out is the listing of "other links." You'll find that the better sites list dozens of similar sites which will save you lots of time by allowing you to collect these listings rather than wasting time attempting to collect individual links.

Use "cut and paste" to copy the web addresses of these listings quickly to your own documents or web pages. Sites that collect the best links on a specific topic are often called "portals". If you create a list of topic-specific portal sites you'll save yourself, and others, great amounts of time finding the best of the best. Many portal sites keep their listings current, so you won't have to! You'll find that the best portal sites are usually the most frequently listed sites in most listings of "other links."

At <http://www.tramline.com> you can fill in the blanks to create your own web tour which will be **instantly posted on the web for you!**

Great Searching Tutorials

- **Search Engine Watch**
<http://www.searchenginewatch.com>
The best source for learning about searching. Select Web Searching Tips.
- **Understanding and Comparing Web Search Tools**
<http://www.hamline.edu/library/bush/handouts/comparisons.html>
A nice collection of articles and guides for beginners.
- **The Difference Between Search Engines and Search Directories**
<http://school.discovery.com/schrockguide/mystery/mystery1.html> Here's something you need to learn.

Great Search Engines to Explore

- **Ask Jeeves**
www.askjeeves.com
Just type in a question and it does the rest.
- **Dogpile.com**
www.dogpile.com
A strong favorite of educators, searches many search engines at once.
- **Metacrawler**
www.metacrawler.com
Searches many at once, one of the first meta-search engines.
- **Northernlight.com**
www.northernlight.com
Unique organizing features to simplify your searching.
- **Google.com**
www.google.com
This search engine is fast, free of ads, and lists the most popular hits at the top.
- **AltaVista**
<http://www.altavista.digital.com> For TRANSLATION TO/FROM FIVE LANGUAGES click on the translate button found at the end of each retrieved resources or SEE: <http://babelfish.altavista.digital.com> and select the help button for easy instructions!
- **Beaucoup.com**
<http://beaucoup.com>
2,200+ search engines to choose from.

Level Two:

The Power of Self-publishing Globally

CONTEXT: Never before in history has it been possible for any individual, group, or community, to self-publish worldwide on par with the world's greatest governments, universities, and corporations. The ease of authoring web pages, and the increasing variety of multimedia capabilities, creates the opportunity for anyone, of any age, to make a worldwide impact through sharing their accumulated knowledge.

By following simple instructions and literally filling in the blanks, many web sites let you create and post your own personal web pages, online courses, online businesses, and much more.

You should be aware that the number of free web-authoring sites is increasing, with innovative new capabilities which make it easier and easier for you to create more and more powerful web sites with less and less time and effort. The activities presented below begin with very easy first experiences create fun web pages and offer you opportunities to build your skills, one step at a time.

Quickstart Awareness Activities

ACTIVITY: Explore the easiest self-authoring feature on the web: **animated musical greeting cards** you can send via email: <http://www.bluemountain.com>

ACTIVITY: Create your own web page at <http://www.homestead.com> or <http://www.angelfire.com> to see how **anyone can get a free trial web page created and posted on the web in minutes! Or choose from 700 similar sites at** <http://personalweb.about.com/internet/personalweb>

ACTIVITY: Use the following worksheets to **create web pages using both HTML and non-HTML methods.**

ACTIVITY: Explore the following **web development resources** for both beginning and advanced web authoring, also at <http://lone-eagles.com/webdev.htm>.

ACTIVITY: Explore the eight levels of web multimedia at <http://lone-eagles.com/media.htm>

ACTIVITY: Explore the curriculum authoring tools at <http://lone-eagles.com/currtrout.htm> and at <http://lone-eagles.com/webdev.htm>

ACTIVITY: Explore the 5,000+ student-created web sites created for the International Thinkquest competition: <http://www.thinkquest.org> The 5,000 sites are at: <http://www.thinkquest.org/library>

ACTIVITY: Explore the 8 categories of K-12 student entries in the Cyberfair competition showcasing school and community synergies. <http://www.gsn.org>

ACTIVITY: Explore the electronic student portfolios and student-created tutorials on how to create electronic portfolios at the Mt. Edgecumbe Native Boarding School in Sitka, Alaska. <http://www.mehs.educ.state.ak.us> (Select Student Portfolios) See also <http://electronicportfolios.com>

ACTIVITY: Explore the Web Design Tutorial sites listed at the end of <http://lone-eagles.com/webdev.htm> and on page 44.

ACTIVITY: Explore how easy it is to create an online course at <http://www.ecollege.com>

ACTIVITY: Learn to download a free software program and review the incredible free software resources at <http://www.tucows.com>

ACTIVITY: Take five minutes to create your own free trial Ecommerce site at <http://www.homestead.com>

ACTIVITY: Explore the self-directed lesson for creating your own web pages easily at <http://lone-eagles.com/ecommerce-web.htm>

ACTIVITY: Explore the web-curriculum created by teachers taking the online class "Making the Best Use of Internet for K-12 Instruction" <http://lone-eagles.com/teachercreated.htm>

Creating A Web Page Using Netscape Communicator

The following activity is written specifically for Netscape Communicator. Be sure to click on the Netscape HELP button and locate the "Composing and Editing Web Pages Tutorial."

1. **Start Netscape Communicator** and from the "File" pull-down menu select "NEW" and from the menu box that appears to the right select "Blank Page." A white blank web page will appear.
2. **ENTERING TEXT:** Enter "This is Your Name's Web Page." Highlight this text by holding down the mouse button and dragging the cursor across it. Change the size of this text by pointing to the black arrow to the right of the number 12 just above your text. Select the highest number available. Your text should appear much larger.
3. **CHANGE TEXT COLOR, FONT, AND STYLE:** Highlight your text again and from the "Format" pull-down menu select "Color." Click on a color you like. Your text should turn to that color once you've clicked off the text to remove the highlighting. From this same menu you can experiment with the Font and Style options for further changes in the appearance of the text.
4. **INSERT A HYPERLINK:** Position your cursor at the end of this line and press return twice to position the cursor below the text. Click on the "LINK" button which looks like a piece of chain located at the upper middle of the screen. Note pointing to a button and waiting 3 seconds will cause a label to appear revealing that button's function.

In the white bar at the top of the grey box that appears enter "click here for the NBA" or any url. This text will appear underlined in blue as a hyperlink. Next, click on the second white bar just below the top one and enter the web address this hyperlink should connect to "http://www.nba.com" Click on the "OK" button at the bottom of the screen.

5. **INSERT AN IMAGE:** If you've saved an image or have one you'd like to insert, click on the button that displays "Insert Image" when you point to it. It's white with three colored dots in it. Click on the "Browse" button to the upper right of the white bar and select the image you want. Click on the "OK" button at the bottom. Congrats on your first web page!

Creating a Resources Web Page Using HTML

Check out the many easy tutorials listed on the enclosed Web Page Authoring Resources page at <http://lone-eagles.com/webdev.htm> or try this simple activity.

Here's a short introduction to the HTML method of creating a web page. This can be a great way to use any wordprocessor to allow your students to create working web pages with full student control for entering text, hyperlinks to any web resources, and display of any ".gif" and/or ".jpg" image files. The recommended first activity would be for students to create a page of resource links for a topic they are studying.

To create your first web page enter the following using any wordprocessor and save your web page as a text file only, using the extension: ".htm" Example: "myfile.htm" Be sure to select "Text only" when saving.

To view your web page using any browser, select "File/Open" in your web browser's "File" menu to see the file as a finished web page.

For the MYPIC.GIF image to display, you must first save an image to the same location you're saving your web page, with this same name, in order for it to display on your browser. To save any image or animation from any web page simply point to it with the cursor and hold down the RIGHT mouse button (single button for Macs) and select "Save Image As". Click "Save" to save the image in the exact same location you'll be saving the following web page.

You can link additional web pages to this first web page by adding hyperlinks with a filename only, instead of a web address as shown below, as long as the additional web pages are saved in the same location as your first page. Try it!

```
<HTML>

<CENTER><H1>YOUR NAME'S FIRST WEB PAGE!!!
</H1></CENTER>

<H3>This is where you can tell your story to the
world!</H3>

<IMG SRC="MYPIC.GIF">

<a href="http://www.gsn.org">Click here for the Global
SchoolNet</a><br> This is where you describe the
contents of the site you're linking to!<br><p>

</HTML>
```


Easiest Web Page Authoring Resources

- **Listings of hundreds of free web page authoring sites**
<http://personalweb.about.com/internet/personalweb>
- **Homestead.com**
<http://homestead.com>
A great site for easily creating your own home page.
- **Yahoo's Geocities - Free Web Pages for any purpose!**
<http://geocities.yahoo.com/home>
Take the Geotour to see what's offered! You can return to edit your free web page, anytime. Tutorials available. Ad banners will appear on all free web pages.
- **Two Lycos Sites offering Free Web Pages**
<http://www.angelfire.com> <http://www.tripod.com>
- **Free Web-based Collaborative Tools - Mega-listing**
http://www.kmunity.net/Free_Tools/free_tools.html
Casey Hughes has done an outstanding job creating listings of free web site offers and free web tools related to schools, home-based businesses; free virtual offices, software, Ecommerce web sites and much more. While such links come and go, this is the best single listing yet found.

Advanced Web Authoring Resources

- **Bravenet.com** <http://www.bravenet.com>
Top-rated free web tools for webmasters.
- **Broadcast.com** <http://broadcast.com>
Excellent resources for web multimedia, from Yahoo.
- **CNET's Web Builder Site** <http://www.cnet.com>
Lots of great web page building tools.
- **Freeshop.com** <http://www.freeshop.com>
Select "computers and electronics" for many great free web-building resources! Many other freebies to explore.
- **Tripod.com** <http://tripod.com>
Free ecommerce sites and web authoring tools sponsored by Lycos.
- **Server.com** <http://www.server.com>
Another robust collection of great web tools.

- **Feedback** <http://www.freedback.com>
An incredibly easy service to create custom data entry forms for your web pages.

Interesting Related Free Services

- **HtmlGear**
<http://www.lpage.com>
Free guestbooks and many add-ons for your site.
- **Free Web Site Traffic Monitoring**
<http://www.websitetrafficreport.com>
These folks will tell you how many people visit your site.
- **Free Online File Storage "A Virtual Floppy"**
<http://imacfloppy.com>
You can store your files online for free. Not just for Imacs.
- **Driveway.com**
<http://www.driveway.com>
Another place you can store files online for free.
- **FreePolls** <http://freepolls.com>
Free voting features and more.
- **Free Web Tools and Web Sites**
<http://freetools.com>
Free voting features and more!

Free Ecommerce Web Sites

- **Young Biz**
<http://youngbiz.com>
Free youth entrepreneurship sites and training.
- **Bigstep.com**
<http://bigstep.com>
- **OLB.com**
<http://olb.com>
Another free service for creating your own E-business!

Many more sites at <http://lone-eagles.com/entrelinks.htm>
See page 94 of this guide.

Graphics Libraries

- **GettyOne**
<http://www.gettyone.com>
Images database from the world's largest arts foundation containing both copyrighted, and public domain images.
- **Page Sage Web Resources and Tools**
<http://www.pagesage.com>
Thousands of animations copyright free! Go to this site and 1. Select Links, 2. Web Tools 3. Select "Animations" To find similar animation collections, search for "animation directories."
- **Library of Congress Web Development Resources**
<http://lcweb.loc.gov/global/html.html>
A Library of Congress Internet Resource Page, extensive.
- **Ipix.com**
<http://ipix.com>
A new site with extensive resources.
- **Clip Art Collections**
<http://www.ist.net/clipart>
Thousands of free images to choose from.
- **Graphics for Your HTML Pages**
<http://www.tic.com/gifs/index.html>
Arrows, lines, paragraph dividers, icons etc.

Instructional Web Authoring

A new type of educational site has emerged which walks anyone through the steps for creating curriculum web pages without requiring web authoring skills or web-authoring software. These sites automatically post created pages on the web for future use without requiring a web site account or knowledge of how to upload web pages. These are easy, time-saving, and productive. See also <http://lone-eagles.com/teacherstools.htm>

- **Filamentality - Easy Curriculum authoring**
<http://www.kn.pacbell.com/wired/fil/formats.html#Sampler>
Five types of curriculum you can create online in minutes: Hotlists, Multimedia Gallery, Scavenger Hunt, Sampler, Webquests.

- **Web and Flow - Many curriculum authoring alternatives!**
<http://www.web-and-flow.com>
A new service evolved from Filamentality with more features, but requires a nominal annual fee. Free trials available.
Strongly recommended.
- **Tramline.com**
<http://www.tramline.com>
Make your own web tours. Free web posting.
- **TrackStar**
<http://scrtec.org/track/>
An on-line interface that helps instructors organize and annotate Web sites (URLs) into lessons. The list of resources acts like a table of contents and remains visible throughout the lesson allowing the user/student to easily browse through the lesson and stay on track.
- **NoodleTools**
<http://www.noodletools.com>
Tools for writing bibliographies and researching.
- **Webquests**
<http://school.discovery.com/schrockguide/webquest/wqsl1.htm>
| A wonderful model for developing your own project-based learning activities. Read about why teachers love WebQuests! Select the slide show!
- **The Official Webquest homepage**
<http://edweb.sdsu.edu/webquest/webquest.html> offers teachers a highly customizable format for creating their own online projects. Online recertification courses for teachers are available during which they will create their own webquests and then post them on the Internet. Rich collections of teacher-created webquests are available via web pages created as a result of these previous classes, giving teachers a model for sharing their creative lessonplans with other teachers.
- **Example Webquests From Inservice Courses (Teacher-created)**
<http://edweb.sdsu.edu/webquest/matrix.html> Dozens of "ready-to-go" collaborative classroom activities for all ages listed by grade level and topic! One unique feature is that in addition to extensive training materials and examples, template outlines are available allowing teachers to quickly author original webquests with minimal time and effort.

- **Tutorial on designing WebQuests**
<http://edweb.sdsu.edu/webquest/materials.htm>
- **Teachers' WebQuest templates**
<http://edweb.sdsu.edu/webquest/LessonTemplate.html>
Just edit the templates available to create your own WebQuest in minutes!

Quiz Authoring Sites

- **Funbrain.com**
<http://funbrain.com>
An educators' favorite. Must See.
- **Puzzlemaker**
<http://www.puzzlemaker.com>
Enter vocabulary words and receive many puzzle formats.
- **Quia! Create online Quizzes.**
<http://www.quia.com>
- **TrackStar**
<http://scrtec.org/track>
TrackStar helps instructors organize and annotate Web sites (URLs) for use in lessons. The resource list remains visible allowing the user to easily stay on track.

Online Course Authoring Sites

- **Blackboard.com**
<http://www.blackboard.com>
Create an online course with the best course management tools, to be posted for a fee.
- **Ecollege.com**
<http://www.ecollege.com>
Create an online course with excellent course management tools, to be posted free. Excellent!
Here's a demo course from Ecollege.com:
<http://umtonline.net/Demo/index.real>
- **Syllaweb**
<http://syllaweb.com>
Simple Online Course Syllabus Templates for all grade levels.

Other course authoring sites at:
<http://lone-eagles.com/self.htm>

Virtual Classroom Sites

More sites are appearing with really easy "fill-in-the-blank" ways to create web pages, online classrooms, quizzes and curriculum!

- **Classbuilder.com**
<http://www.classbuilder.com>
Create quizzes and assignments
- **MyClass.net**
<http://www.myclass.net>
Allows a teacher to set up an electronic learning environment that includes email, discussion boards, a homework drop where students can submit homework, a resources section that can be customized for any class or lesson, and an assignments area for the teacher to post assignments for students to access. MyClass also allows a teacher to upload documents for the students to download, print, etc.

School and Community Collaboration Sites

In addition to offering free virtual classrooms, some sites additionally offer ways to collaborate online with parents, students, teachers and administrators.

- **Nschool**
<http://nschool.com>
Free web-based educational system for communication between parents, educators, students and administrators!
- **My School Online**
<http://myschoolonline.com>
Free web services for schools, sponsored by the Family Education Network. See how Pam (below) has used this site to create a wonderful K3 resource!
- **Pam Elliott's K3 Supersite**
http://myschoolonline.com/ME/Mrs_Elliott
A great example of how a free web site service can be used by one teacher to benefit hundreds of others.
- **K-12 Nation**
<http://k12nation.net>
Allowing educators, parents and students to communicate online.
- **Highwired.net** <http://www.highwired.com>
Free web sites for schools, school newspapers, and more!

➤ **Classroom Connect**

<http://www.classroom.com/community>

Here is a site that will give you ideas of how to connect teachers, school, parents, and community members for discussing, sharing, and collaborating ideas and resources.

Wouldn't it be nice if someone would just collect all the best links for you? Get everyone you know to use Backflip!

➤ **Backflip.com**

<http://www.backflip.com>

A free means of sharing your bookmarks publically with peers and students. **Donna's Example with 1000 links:**

<http://www.backflip.com/members/donnamh/HTML>

HTML Web Authoring Tutorials (Code-based Method)

➤ **Pageresource.com**

<http://www.pageresource.com>

Easy HTML tutorials and extensive related resources.

➤ **Al Roger's Project-based Learning and Harnessing the Web tutorials** <http://www.gsh.org>

Select Professional Dev., and "Harnessing the Power of the Web" A surprisingly complete, well done collection of tutorials, examples of web projects and much more...specifically for K12.

➤ **Pacbell's Knowledge Network's Friendly HTML Tutorial**

<http://www.kn.pacbell.com/wired/beyond>

One of the better easy HTML tutorials.

➤ **Excellent Introduction to HTML**

<http://www.cwru.edu/help/introHTML/toc.html>

HTML tutorials and cover forms.

➤ **Writing HTML for Teachers; SPANISH Version, too!**

<http://hakatai.mcli.dist.maricopa.edu/tut>

An excellent tutorial for creating WWW pages. Maricopa Center for Learning and Instruction.

➤ **HTML Writer's Guild Website**

<http://www.hwg.org>

Making information easy to navigate and browse. Mindspring Enterprises, Atlanta, GA. Great Site!

- **Advanced Information on HTML**
<http://www.w3.org/pub/WWW/MarkUp/MarkUp.html>
Many links to HTML resources and references from the Laboratory of Computer Science at MIT.
- **World Wide Web and HTML Tools**
<http://www.w3.org/pub/WWW/Tools/Overview.html>
CGI server extension scripts, HTML editing and authoring. Laboratory of Computer Science at MIT
- **Beginner's Guide to HTML**
<http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>
Primer for producing HTML documents. National Center for Supercomputing Applications.
- **Design of HTML for those with Disabilities**
<http://www.trace.wisc.edu/world>
Design of HTML pages to increase their accessibility to users with disabilities. University of Wisconsin/Madison.

Free Web Collaboration Tools

- **David Woolley's Web conferencing clearinghouse site!**
<http://thinkofit.com/webconf>
Includes a guide to selecting web conferencing software.
- **Free Web-based Collaborative Tools**
http://www.kmunity.net/Free_Tools_/free_tools_.html
Casey Hughes has done an outstanding job creating listings of web-based collaborative tools and more!
- **Yahoo Groups**
<http://groups.yahoo.com>
Many free collaborative tools and group conferencing!
- **Electronic Collaboration: A Practical Guide for Educators**
http://www.lab.brown.edu/public/ocsc/collaboration_guide
This is a PDF file, which means you'll need to install the Adobe Reader if you don't already have it on your computer. You'll find it at <http://adobe.com>
- **Dejanews**
<http://www.dejanews.com>
Free newsgroup discussion forums.

Free Chat for your Web Site

- **ParaChat** <http://www.parachat.com>
- **Beseen.com** <http://beseen.com>
- **ICQ** <http://www.icq.com>
- **AOL Instant Messenger** <http://www.aol.com>
- **PeopleLink** <http://www.peoplelink.com>

Web Design Tutorial Sites

- **The Web Design Resource** <http://www.pageresource.com>
- **What Makes a Good Web Site?**
<http://webreference.com/greatsite.html>
- **Teen Curriculum on Web Design**
<http://www.americaconnects.net/learn/learningdesign.pdf>
Designed for a 4 hour workshop.

Best Free Software Sites

Thousands of very high quality multimedia authoring programs are available at the software downloading sites listed below, complete with instructions on downloading. For example, to find software for animations: Go to <http://www.tucows.com> and search for "animation." Once you learn to download and install one program (it's easy) you're on your way to unlimited fun and excitement! Downloading instructions are offered at the sites!

Tucow's Ultimate Collection

<http://www.tucows.com>

One of the best collections of Internet tools for Macs and PCs.

Download.com

<http://www.download.com>

Winfiles.com

<http://www.winfiles.com>

Free Software

<http://www.shareware.com>

Search for, browse, and download the best software -- including freeware, shareware, demos, fixes, patches, upgrades -- from the best managed software archives and computer vendor sites.

The Eight Levels of Web-Based Self-Expression

- 1. Text Files**
- 2. Active Hyperlinks**
- 3. Image Files**
- 4. Audio Files**
- 5. Video Files**
- 6. Animation Files**
- 7. Virtual Reality Markup Language (VRML) Files**
- 8. CGI Data-Handling Programmed Files**

IMPORTANT NOTE: The first three web features listed above can be easily learned by students within a 50 minute period, the others will take more study and preparation. It is strongly recommended you ask your more advanced students to learn the additional features and teach them to the rest of your class. The social incentives for students to show off what they can learn themselves from the straightforward tutorials listed below are self-motivating.

As a busy teacher, you're not likely to have the time your students will have for learning the more advanced features. Hundreds of very high quality multimedia authoring programs are available through the software downloading sites listed in this handbook, complete with instructions on downloading.

For example; to find software for animations: Go to <http://www.tucows.com> and search for 'animation' Once your students learn to download and install one program (its easy) you're on your way to unlimited fun and excitement! You're likely to find your advanced students are an invaluable source of technical support and expertise.

1. TEXT FILES :

Most modern wordprocessors allow saving desktop-published documents as web pages (Requires use of any word processor.)

2. ACTIVE HYPERLINKS to global resources (Requires use of any word processor.)

3. IMAGE FILES; including digital photos and original artwork. (Digital cameras and/or scanners helpful, but not essential. Creation of 360 degree panorama image files and 3D rotational image files will be included. Many images are available via the Internet.

Panorama/3D image tutorial/software:

IPIX Pictureworks

<http://www.ipix.com/products/support/pictureworks/index.html>

For Macs (FREE Software!):

<http://www.apple.com/quicktime>

Quicktime video tutorials/software:

<http://www.apple.com/quicktime>

Samples: <http://www.apple.com/quicktime>

Image manipulation:

LViewPro 2.0 Image Processor:

<http://www.lview.com>

MGI Imaging Software

<http://www.mgisoft.com>

PC Animation Software:

Gif Construction Set:

<http://www.mindworkshop.com/alchemy/gifcon.html>

Great for photo manipulation, file conversion and creating animations!

PC Art software:

Paintshop Pro 7.0

<http://psptips.com>

<http://www.jasc.com>

The best choice for image and photo manipulation!

4. AUDIO FILES - including sound files of all types, including CD quality music files. (Requires any of the many free software programs available via Internet.) Filetypes include; .mid .avi .wav

PC Software:

Sound Recorder (comes with all Windows versions)

All PC's and Macs have features that allow you to create sound files.

RealPlayer with RealAudio and Real Video:

<http://real.com>

Many sophisticated free software programs for viewing and listening to multimedia.

Free tools, images, animations and more!

<http://www.mediabuilder.com/index.html>

Gifworks Free Online Image Editing Tools

<http://www.gifworks.com>

You can edit your own images without downloading software.

Resize, animate, special effects, and more.

MIDI (Music):

MIDI Manufacturers Association

<http://www.midi.org>

Musician's Friend

<http://musiciansfriend.com>

Music software and hardware

Music Enhancement Products

<http://www.beatnik.com>

<http://rocketnetwork.com>

Virtual Concert Project

<http://virtualconcert.org>

MP3.com <http://mp3.com>

Download music and learn about the MP3 standard.

Cakewalk Musical Composition Software

<http://www.cakewalk.com>

Creates sheet music while you play and can auto-transpose.

Band in the Box Music Software

<http://www.pgmusic.com>

For \$70 you can have 5 part accompaniment with auto-harmony features!

*For more - search for MIDI+tutorial**

For additional Audio resources see the Ten Collaborative Tools on page 79, also online at <http://lone-eagles.com/collab.htm>

5. VIDEO FILES AND DESKTOP VIDEO

CONFERENCING; created with common video cameras or PC-mounted cameras starting at \$49 for color cameras. Regular video cameras will work on most computers, too.

MediaBuilder Tutorials:

<http://www.mediabuilder.com>

RealPlayer with RealAudio and Real Video:

<http://real.com> Many sophisticated free software programs for viewing and listening to multimedia.

Leonard's Cam World

<http://www.leonardsworlds.com/camera.html>

Earthcam Internet Camera Sites

<http://www.earthcam.com>

Apple Quicktime Video

<http://www.apple.com/quicktime>

Resource Sites:

<http://www.ou.edu/research/electron/internet/#video>

Scroll down to video resources

*For more information search for
desktop video conferencing+tutorial**

**For additional Video resources see the Ten Collaborative Tools
on page 79, also online at <http://lone-eagles.com/collab.htm>**

6. ANIMATION FILES including Java animations

Animfactory <http://www.animfactory.com>

Collected animations.

Go to <http://www.tucows.com> and search for 'animation'

See the sites in the images section above as most include
animations.

*For additional tutorials search for animation+tutorial**

For sources of animations search for animation+directories

**7. VIRTUAL REALITY MARKUP LANGUAGE
(VRML) FILES** (Three dimensional environments) A free
demo is available from <http://www.worlds.net>

Master listing:

<http://lone-eagles.com/webdev.htm>

See end of this page for more VRML links or...

*For additional tutorials search for VRML+tutorial**

8. CGI DATA-HANDLING PROGRAMMED FILES;

CGI and Java scripts allow others to interact and contribute data to web sites. It is easier than you may believe; you can cut and paste existing HTML code blocks into your web page for sophisticated features without programming! Applications include: BBSes and web conferencing, forms to add information of any type to web sites, data-entry with customized outputs, etc. (Many free "plug and play" programmed modules are available via Internet.) To apply CGI modules you must have access to CGI on a server if you do not have your own server.

Software:

Bravenet.com

<http://www.bravenet.com>

Many great web applications you can easily add to your web site!

Freedback

<http://www.freedback.com>

An incredible service to easily create custom data entry forms.

*For additional information search for cgi+tutorial**

For additional media resources see the Ten Collaborative Tools on page 79 of this guide, also online at <http://lone-eagles.com/collab.htm> and the Web Authoring Resources on page 44, also online at <http://lone-eagles.com/webdev.htm>

Level Three:

The Power of Building Learning Communities Through Internet Collaboration, Mentoring and Teaching

CONTEXT: Communities can be defined as those people to which we give our time and talent. Communities are the sum of what we give to each other. There are givers and takers in all communities. Givers are those who give their precious time to build community and supportive relationships as a direct result of their actions. Sharing, with a balance of giving and taking, is a fundamental component of healthy communities.

"Communities of interest" can use the Internet to work closely together regardless of where the members live. The Internet brings new, convenient ways to contribute to others through mentoring, sharing, and teaching, all from the social safety of one's own home. There is no upward limit to how much help you can provide to others.

By posting resources to save others the time finding them, and posting self-directed learning opportunities to guide others to new skills and resources, potentially great numbers of people can benefit, all thanks to you.

There are over ten different collaborative tools on the Internet, with more being invented all the time. We are all challenged with learning how to make the best use of these collaborative tools to building learning communities.

Project-based learning (PBL) is an instructional model that relates directly to the use of collaborative tools for real-world problem-solving. A key trend in K-12 education is collaborative learning with a real-world problem-solving emphasis related to issues facing the local community.

Success in the information age will depend on an individual's character, values, and ability to work with others both face-to-face, and when necessary, using collaborative Internet tools.

The work model of the future is individuals working as "Lone Eagles" along with others on multiple short-term projects requiring highly developed group-work skills. Knowledge of which collaborative tools are best used for specific purposes is vitally important and can best be learned through direct hands-on

experience. We all need to learn how to plan, implement, and evaluate projects that involve others and that depend upon the manipulation of digital information. **We need to learn how best to solve real world problems using the best tools at our fingertips.**

Quickstart Awareness Activities

ACTIVITY: Read the following essay on building individual and community collaborative capacity at <http://lone-eagles.com/capacity.htm>

ACTIVITY: Explore the tutorials for the ten top collaborative Internet tools, <http://lone-eagles.com/collab.htm>. Read the article on educational uses of the ten collaborative tools; <http://lone-eagles.com/articles/tencollab.htm>, noting that the first two, email and listservs, are the primary ones most people use.

ACTIVITY: Get connected with your peers; Join a Listserv; explore the discussion groups at: <http://www.liszt.com>
Note: There are quality, easy-to-read, instructions at this site for those new to listservs, (also called mailing lists.)

ACTIVITY: Check out the following project-based learning tutorials which include guides for project-based learning activities and planning and implementing web projects! Review the Project-based Learning Resources <http://lone-eagles.com/pbl.htm>

ACTIVITY: Explore the K-12 project directories and programs at http://lone-eagles.com/projects_tour.htm to appreciate the quality and diversity of "ready-to-go" collaborative activities!

ACTIVITY: Go to the Global Schoolhouse - <http://www.gsh.org>
Select Professional Development, then select and read "Harnessing the Power of the Web."

ACTIVITY: Explore the following cultural resources and innovations, and the online course resources, in consideration of what you might teach online!
<http://lone-eagles.com/multicultural.htm>
<http://lone-eagles.com/culture.htm>

Distance Learning Key Issues

While the 10 dominant Internet collaborative tools have great potential for providing distance learning services with great scalability and economy, these tools are so new that the general understanding of most people regarding the most effective teaching methods for each respective technology option is usually minimal. As a rule, if an individual is motivated to learn, and the instructional content is available in a self-directed format, great numbers of people can learn with minimal interaction with an instructor. This "self-directed learning" model demonstrates the greatest overall economies and scalability.

Individuals requiring an instructor to motivate and monitor their online learning will be faced with the very new experience of creating and sustaining a relationship through Internet collaborative tools. Measurement of the effectiveness of creating, sustaining, and growing a meaningful mentor-mentee, or citizen-to-citizen, relationship is still a largely unexplored frontier, as the quality of a distance learning experience can depend heavily on the level of trust, and meaningfulness, of this very human relationship.

Online Mentorship Key Issues

If instructional content is provided in a self-directed format, and an individual needs someone to motivate and monitor the instruction, this role does not necessarily have to be performed by a expert in the content area. An online mentor's role is primarily to encourage, motivate, and monitor the individual's learning, and can be performed adequately by a peer or someone without previous expertise in the content area.

There is no upward limitation of the degree of benefit a person can receive from a mentor who has Internet access and information retrieval skills. Mentors for the MECHA (U.S. Dept. of Ed. Office of Migrant Education grantee) migrant technology project's migrant students, for example, can potentially provide the student's entire family with assistance identifying available medical and social services programs, psychological counseling, and much more.

Research into just what online mentoring is, and can become, is a rapidly evolving area of interest, upon which the future of effective distance learning depends. Building learning communities around the theme of ongoing lifelong learning requires an approach more familial and social than the traditional disciplinarian approach. In today's world, we can't afford to let anyone fail due to lack of mentoring assistance, most certainly not in our own families! From a cultural standpoint, whom we support in this way defines who we are and what we believe in. Online support can indeed be warm, personal, and ongoing in ways many of us have never experienced, but will, and soon!

An online course titled "**Mentoring Online**" at <http://www.learner.org/courses/rfts/> (select "Lessons") along with two other courses titled "Beginning Internet" and "Creating Collaborative Multi-classroom Projects," demonstrate a dual format for online courses allowing for both self-directed and mentored use of these courses.

Mentoring Models and Resources

- **Telementoring Tour by Margaret Reil**
<http://www.gse.uci.edu/CCRE/telelearning/tmentor.html>
A robust listing of telementoring projects and resources.
- **Texas TENET's E-mentoring/Teletutoring Resources**
<http://www.tenet.edu/volunteer/telem.html>
Extensive listing of mentoring resources and programs.
- **Ask A+**
<http://www.vrd.org/locator/alphalist.shtml>
An **outstanding resource** from the U.S. Dept. of Education. Dozens of sites welcoming emailed questions from teachers! **MUST SEE!!**
- **About.com**
<http://about.com>
A commercial service offering free human mentors by topic. Extensive!
- **Electronic Emissary**
<http://www.tapr.org/emissary>
Linking students with experts! Includes articles on successful mentoring. Created by Dr. Judi Harris; jbharris@tenet.edu as are the next three.
- **Telementoring Resources on the Web**
<http://emissary.ots.utexas.edu/emissary/telementoring-resources.html>
- **New Teacher Mentoring / WINGS:**
<http://emissary.ots.utexas.edu/wings>
- **K-12 Telecomputing Models:**
<http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture>
- **Ask an Expert**
<http://www.askanexpert.com>
- **International Telementor Program**
<http://www.telementor.org/index.html>
- **Mentorgirls**
<http://www.mentorgirls.org>
A grass roots, community outreach program connecting women in industry with girls in our communities and schools. Many great resources!

- **Emath mentoring program**
<http://www.ed.gov/pubs/emath>
Includes listing of other mentoring programs.
- **Ask Dr. Math**
<http://mathforum.org/dr.math>
- **Telementoring Web: Adult Experts Assisting in the Classroom**
<http://mbhs.bergtraum.k12.ny.us/mentor/index.html>
- **MentorNet Program**
<http://www.mentornet.net/Documents/Program>
This is a mentoring network designed to pair women who are studying engineering or science at 75 different universities with professional scientists and engineers. Many good mentoring links and guides.
- **CLEO: Collaborative Learning Environment Online**
<http://cleo.terc.edu/cleo/cleo-home.cfm>
- **CoVis Project - Online Mentoring for Math/Science**
<http://www.covis.nwu.edu>
A major national mentoring project for math and science!
- **International Tutoring Foundation**
<http://edie.cprost.sfu.ca:80/~it>
The International Tutoring (IT) Foundation is a non-profit, charitable organization which provides global tutoring for pre-school, primary, secondary, post-secondary, and continuing education students worldwide.
- **Educational Use of MUDS/MOOS**
<http://tecfa.unige.ch/edu-comp/WWW-VL/eduVR-page.html>
Exceptional listing of resources relating to educational use of collaborative MUDS/MOOS text-based environments.
- **TECFA - University of Geneva "Training Technologies and Learning" Resources** <http://tecfa.unige.ch/>
French and English. Great resources!
- **Educational Development Corporation**
<http://www.edc.org>
Many mentoring programs and collaborative research initiatives.
- **Guide to online mentoring and federal computer recycling program**
<http://computers.fed.gov>

- **Concord Consortium**
<http://www.concord.org>
Free netcourse for math/science teachers. Mentoring models.
- **Kansas Collaborative Research Center Network**
<http://kancrn.org>
See their great listing of mentoring literature at <http://kancrn.org/mentors/>
- **Native American Mentoring Project**
<http://www.minorities-jb.com/native.htm>
- **The MECHA migrant technology project** offers a Mentoring Guidelines Handbook at <http://mecha.barry.edu/staff/mentor.html>
- **The CompuMentor** program offers a mentoring handbook with emphasis on technical support through developing volunteerism programs. CompuMentor focuses on providing technical support to non-profits and schools that can't afford to pay for such services. <http://www.compumentor.org>
- **The New Teachers Center**
<http://www.newteacherscenter.org>
- **Tutor Mentor Connection**
<http://www.tutormentorconnection.org>
Includes a database of mentoring resources and programs.
- **Tutor Mentor Exchange**
<http://www.tutormentorexchange.net>

Lone Eagle Consulting's Best Online Learning Resource Listings

- **Adult Literacy Web Tour**
<http://lone-eagles.com/webtour7.htm> See page 29
- **Free Learning and Other Freebies Web Tour**
<http://lone-eagles.com/freebies.htm> See page 30
- **Online Courses and Learning Pathways**
<http://lone-eagles.com/self.htm> See pages 86-90
- **K-12 Online Courses**
<http://lone-eagles.com/courses.htm> See page 141
- **Internet Training Resources**
<http://lone-eagles.com/training.htm> See page 123

K-12 Projects Web Tour

Click through the following sites, and view each briefly, to appreciate the broad variety of real world problem-solving project models, which also build Internet collaborative skills. Many include online experts and mentors!

- **ATT Learning Network K12 Projects Listing**
<http://www.v.att.com/learningnetwork/teachers/projects.html>
A very complete listing of major K12 project sites.
They have an Ask LN service where real people will respond to any questions you might have. See also
<http://www.att.com/learningnetwork/teachers>
- **Global Schoolhouse Projects Directory**
<http://www.globalschoolhouse.org/pr/index.html>
The Global Schoolhouse offers extensive online resources for educators, including the Internet Project Registry, a resource of projects focused on "life-long learning" via the Internet.
- **Houghton Mifflin Project Watch**
<http://eduplace.com/projects/index.html>
- **KIDLINK Special Projects**
<http://www.kidlink.org/KIDPROJ/projects.html>
- **MidLink Mag Projects**
<http://longwood.cs.ucf.edu/~MidLink/>
Resources for middle school students specifically.
- **U.S. Government Kid's Projects Sites**
<http://www.codetalk.fed.us/planet/government.html>
Wow! Must SEE! Many government K-12 projects and resources.
- **The Learning Space Connections Projects**
<http://www.learningspace.org/connect.html>
- **Teams K12 Professional Development Resources**
<http://teams.lacoe.edu>
Resources by topic, specifically for K12 teachers.
- **Pitsco Project Pathways**
<http://www.pitsco-pathways.com>
Another great listing!

- **Journey North Animal Migrations.**
<http://www.learner.org/jnorth>
Announcing Journey North, an annual Internet-based learning adventure that engages students in a global study of wildlife migration and seasonal change. Beginning on Groundhog's Day (Feb. 2nd) students will travel northward with spring as it sweeps across the continent of North America. With global classmates and state-of-the-art computer technology, they'll predict the arrival of spring from half a world away.
- **Sites Alive!**
<http://www.sitesalive.com>
Exceptional K12 projects. Must See!
- **Epals**
<http://www.epals.com>
Penpals in six languages.
- **NASA Quest**
<http://quest.arc.nasa.gov/misc/ipct.html>
NASA K-12 Internet Initiative
<http://quest.arc.nasa.gov>
Wonderful Space resources.
- **I EARN K12 Projects in 80 Countries**
<http://www.earn.org> and their projects page:
<http://www.earn.org/projects/index.html>
- **Global Online Adventure Learning Site (GOALS)**
<http://www.goals.com>
Caribou migration monitoring, sailing ships and structured K-12 projects.
- **Adventure Online**
<http://www.adventureonline.com>
Subscriptions required
- **Camp Internet**
<http://www.campinternet.net>
Subscriptions required. School and family learning expeditions.
- **See also multi-cultural K12 projects at**
<http://lone-eagles.com/na-ed.htm>
- **See also specific project-based learning resources at**
<http://lone-eagles.com/pbl.htm>

Building Individual and Community Collaborative Capacity – A Web Tour

"Life" is life's own purpose, to grow, to aspire to a greater level of organization and understanding, empirically the same for a blade of grass or a human being.

Growing Capacity for New Ideas

When we're born, the cells in our brains have weak interconnections, but as we're stimulated through our senses by the world around us the interconnections between individual brain cells are strengthened and create meaning as we learn to interact with the world around us. As we grow and gain more experience, we become capable of greater and more complex ideas, and expand the variety of ways we can interact with the world around us.

As citizens within a community, we're like cells in a brain; as we exercise our ability to interact, share information, and create new ideas with those around us, we become progressively more capable to create even greater ideas.

Growing Individual and Community Collaborative Capacity

Assessing one's own individual collaborative capacity, outside the use of technology, might include a review of one's ability to create positive interactions with others, the ability to teach and motivate others, and the ability to coordinate purposeful action-oriented activities. Just how we might use the Internet to expand and empower our abilities to help, and work with, others is a combination of availability of the tools, the knowledge of how to apply them effectively, and an understanding of how to motivate others.

Using Internet search engines and existing self-directed Internet learning resources can allow an individual to learn anything, at anytime. This capability has never existed before.

A community's collaborative capacity might be measured by the collective understanding of the processes by which members can work together effectively. A commonality of language, understanding, goals, and appropriate methods would all be factors to consider. If a community shares a clear understanding of what needs to happen, and exactly how to go about making it happen, the hardest part is over and everyone can get to work. An ideal situation would be for a community to learn together the most effective collaborative uses of the Internet collaborative tools and to put them to use without delay. Such is our joint challenge!

Today, many communities consist of members who have moved in from diverse cultures and locations, thus creating the need to establish a common ground of

understanding before members can work together effectively to achieve common goals. New skills must be learned to create the social info-structure with the intelligence to make good things happen on behalf of the community.

For additional ideas on building collaborative capacity, you're invited to read the articles on "**Building Learning Communities**" <http://lone-eagles.com/teled.htm>

Youth-Based Community Problem-Solving Models

Youth today are key change agents and technology leaders in most communities and cultures. An Internet search for "youth and entrepreneurship" will result in long listings of programs leveraging the skills of youth on behalf of their communities. Junior Achievement, www.ja.org, and 4-H programs, www.4-H.org, have been dramatically empowered by the informational and collaborative resources the Internet provides. Viable, home-based businesses are booming as a result of the Internet and web-based marketing.

Youth literally embody the future of their communities. Accordingly, they must be part of inventing the means by which they will be able to remain as contributing citizens in their communities.

Many K-12 classrooms are now learning these new skills through participating in project-based learning Internet activities. **Project-based Learning (PBL)** has emerged as a structured collaborative activity model to teach collaborative skills by creating action-oriented problem-solving group-learning activities. Many of these activities intentionally involve the community and community issues because the role of schools is to grow good citizens.

Three great resources on project-based learning (PBL) are available along with PBL models (Webquests, Thinkquest, and Cyberfair.)

1. Global Schoolhouse - Harnessing the Power of the Web Tutorial:

<http://www.gsh.org> Select Professional Development, then "Harnessing the Power of the Web."

2. Go to <http://lone-eagles.com/pbl.htm> and explore the resources on project-based learning.

3. WORLD NetPBL Tutorials

<http://www.worldbank.org/worldlinks/english/training/world/pbl/whatis.htm>

These are also listed at <http://lone-eagles.com/alaskan.htm> along with many examples of Native Alaskan Internet innovations and collaborative applications.

Three of the most significant PBL models will be described briefly, followed by discussion on what an ideal project might look like incorporating the best of all three models.

Webquests

A wonderful model for developing your own project-based learning activities:

<http://school.discovery.com/schrockguide/webquest/wqsl1.html>

Read about why teachers love WebQuests! Select the slide show!

In a typical webquest activity, students would use the Internet to access specific information on a defined topic, researching first as an individual, and then engaging with others in a defined small group activity to share their research results and integrate them with those of others. The activity ends with a group presentation and often creation of a web page with the research findings. Linking such activities to real world problems and issues makes this model extremely important and relevant as a necessary trend in education. Duration of a Webquest activity can be from 2-3 class periods up to several months.

The Official Webquest homepage,

<http://edweb.sdsu.edu/webquest/webquest.html> offers teachers a highly customizable format for creating their own online projects. Online recertification courses for teachers are available during which they will create their own webquests and then post them on the Internet. Rich collections of teacher-created webquests are available via web pages created as a result of these previous classes, giving teachers a model for sharing their creative lessonplans with other teachers.

Example Webquests From Inservice Courses (Teacher-created)

<http://edweb.sdsu.edu/webquest/matrix.html>

Dozens of "ready-to-go" collaborative classroom activities for all ages listed by grade level and topic!

One unique feature is that in addition to extensive training materials and examples, template outlines are available allowing teachers to quickly author original webquests with minimal time and effort.

Teachers can use template web pages to easily design their own projects.

Tutorial on designing WebQuests

<http://edweb.sdsu.edu/webquest/materials.htm>

Extensive resources for easily creating web-based curriculum.

Teachers' WebQuest template

<http://edweb.sdsu.edu/webquest/LessonTemplate.html>

Just edit this template web page to create your own WebQuest in minutes!

Student templates are also available.

Thinkquest

Thinkquest is one such PBL activity, where teams of three students, from 4th grade and up, collaborate via Internet to create instructional web pages to help other kids worldwide learn. Over 5,000 high quality web sites are posted for your review, along with downloadable software and tutorials with which you, too, can learn to create quality instructional web sites!

There are now over 5,000 quality instructional web sites created by students posted at the Thinkquest web site: <http://thinkquest.org/library/> Listed by subject area, this resource is exciting for teachers in that the resources are ready to use. Students are especially motivated when they learn the web sites are student-created. The Thinkquest main web page is <http://www.thinkquest.org>

Cyberfair

Cyberfair (go to <http://www.gsh.org> and select Collaborative projects, then Cyberfair,) is a project-based competition for students of all ages, sponsored by MCI and Cisco Systems, that offers a structured opportunity for students to create web pages showcasing school and community synergies among eight categories. Many Elementary school entries of extraordinary quality make the point that even very young students can participate. The students literally feel they are championing the cause of their cultures and develop great pride in their multimedia depictions of their local community and culture. It is strongly recommended that you review examples of each of the following categories in the winners listings!

- * **Local Leaders**
- * **Community Groups and Special Populations**
- * **Business and Community Organizations**
- * **Local Specialties**
- * **Local Attractions (Natural and Man-Made)**
- * **Historical Landmarks**
- * **Environmental Awareness**
- * **Local Music and Art Forms**

Envisioning the Ultimate Community Development Youth Project

The best elements of Thinkquest, Webquest, and Cyberfair suggest an emerging model for the future.

Consider taking Thinkquest's **CD-ROM model** of providing a robust and complete collection of software and tutorials, and combining it with the **step-by-step training and template model** of Webquest, and then combine with these the **'real world problem-solving' community-based model** of Cyberfair. We'd have a community collaborative capacity-building model which combines a comprehensible structure with the best resources to engage a broad cross-section of local citizens.

Youth today represent the first generation to grow up with computers. Youth are the key change agents and technology leaders in most homes, communities, and cultures, worldwide. "**Culture Club**" is a concept paper which articulates a methodology of involving youth and community members of all ages in creating mentoring opportunities and instructional resources tailored for local citizens.
<http://lone-eagles.com/cultureclub.htm>

Resources for Designing Collaborative Projects

- **Guidelines for Educational Uses of Networks:**
<http://lrs.ed.uiuc.edu/Guidelines>
- **Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing** <http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture/index.html> by Dr. Judi Harris. Simply the best resource out there. Used as textbook for the online class "**Designing Internet Instruction for K-12**" <http://lone-eagles.com/currmaint1.htm>
- **Dr. Judi Harris' Great "Mining the Internet" Articles:**
<http://lrs.ed.uiuc.edu/Mining/Overview.html> Exceptional.
- **World Links for Development Program (WorLD) Training Materials**
<http://www.worldbank.org/worldlinks/english/training/world/index.html> Outstanding resources.
- **Global Schoolhouse Archives**
<http://www.gsh.org> Select Professional Development, "Articles On NetPBL" and review "How to Design a Successful Project." and "Collaboration in the Classroom and Over the Internet."

Building Cultural Learning Communities

It is becoming economically and technically feasible that much of the global population, representing 15,000 cultures, could receive the opportunity for Internet access within fifteen years. In a world where half the population has yet to make a first phone call, new satellite and wireless technologies are bringing unlimited access to information and many other opportunities... and risks. No traditional cultural will be well-served by denying the reality of our fast changing world, or the value of more accessible knowledge and education.

How traditional cultures will learn to deal with the risks of new knowledge and ideas, the risks of access to negative information, and how they will learn to benefit from the best knowledge available, may increasingly depend on the kind and quality of advice and support the first cultural groups on the web provide to assist the cultures yet to come.

To become a true global citizen is to celebrate the diversity of humankind while retaining the personal right to celebrate our own traditional cultural heritage. The Internet puts the potential power for positive change at our fingertips.

Cultures have always changed in order to survive. Cultures adapt and are formed around shared values and ideas. The Internet presents unlimited opportunities for positive change, if used wisely. We must all learn together how to assure that this power is not misused. How we do this will reflect the beliefs and values of our individual cultures. How we each take up this challenge will soon become a fact of history. **For many of us, we need to look to our past to see our future.**

Many cultures do not attribute honor to those focused on personal gain, but only to those who act to support everyone's benefit. The kind of world we'll build together, hopefully will be built on this honor that comes from the giving of ourselves by helping others, and not from seeking personal gain, only.

Culturally Appropriate Ecommerce

Cultural authenticity adds value to cultural products. Marketing cultural crafts and products, growing one's reputation for quality, can produce an income while enhancing one's cultural identity. Cultural marketing offers opportunities to villages and reservations to retain their youth rather than lose them to the competing dominant culture.

At issue is a new electronic wind of possibilities. We share the challenge for each of us to show our true selves and to build valued relationships through sharing, mentoring, and teaching others. **This is a time to learn to protect what we cherish.**

Today we have new tools for preserving our cultural knowledge, particularly that of our elders, while they are still with us. The sum of this cultural knowledge is humankind's joint heritage, which literally tells our shared story and is of immeasurable value. We must use the tools available for such honorable purposes, or suffer the unnecessary loss of our shared cultural knowledge.

Since it is now easy for anyone to create online learning pathways and courses for others, the opportunity exists for the world's cultures to teach about themselves, in their own way, perhaps also as a culturally supportive business such that the value of such instruction increases with one's cultural authenticity.

There is a Native American prophecy that the seventh generation (since the white-man arrived,) will lead a new day of Native American sovereignty. Perhaps that day has come as we all come to recognize that we all share humankind's history of cultural evolution.

Cultural Entrepreneurship and Crafts Marketing

- **Native American Artist's Web Sites** <http://www.indianvillage.com>
Free Ecommerce sites for Native American artists. A great example of how easy it can be for a single web site to support many entrepreneurs.
- **Peoplink** www.peoplink.org
Benefiting grassroots artisans and their communities worldwide with a door to Ecommerce opportunities for marketing local arts and crafts. A good model to consider for intertribal marketing.
- **Ebay** <http://www.ebay.com>
A successful online auction house offering a global marketing solution for indigenous peoples worldwide. There is a book "Ebay for Dummies" available through at Amazon.com <http://amazon.com> Peoplink has a Ebay page! <http://members.ebay.com/aboutme/peoplink>
- **World2Market** www.world2market.com
A new resource connecting to authentic artisan communities worldwide! Resources for global marketing of arts and crafts.
- **International Federation for Alternative Trade**
www.ifat.org Focused on helping market cultural arts and crafts.
- **Fair Trade Federation** www.fairtradefederation.com
The global network for fair trade - offering marketing expertise.
- **Greenstar** www.greenstar.org Solar-powered Internet connections for remote villages in Jamaica are used to market local digital music, art, crafts and more.
Read the article "Sweatshops and Butterflies!!! A Must Read!"

Multi-cultural Resources and K-12 Project Sites

- **Echoes in the Electronic Wind - A Native American Internet Guide**
<http://lone-eagles.com/nativeguide.htm>
- **Community Internet Empowerment Resources for Alaskan Natives and Native Americans** <http://lone-eagles.com/nativeresources.htm>
- **Alaskan Native and Native American Empowerment Guide**
<http://lone-eagles.com/empowerment.htm>
- **Examples of Native American Web Innovations**
<http://lone-eagles.com/expressions.htm>
- **Alaskan Native Youth Cultural Community-building**
<http://lone-eagles.com/bartsgrant.htm> A grant template.
- **Culture Club** <http://lone-eagles.com/cultureclub.htm> A grant model.
- **Native American/Alaskan/Hawaiian K12 Innovations Report and Clearinghouse**
<http://lone-eagles.com/native.htm>
Extensive listing of Native cultural resources and curriculum.
- **Spanish Language Educational Resources**
<http://lone-eagles.com/migrant.htm>
Resources from the U.S., Mexico, Central, and South America
- **I*EARN International K12 Network**
<http://www.earn.org/earn> The International Education and Resource Network enables young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people. Home of the First People's Art Project!
- **Aboriginal Youth Network**
<http://www.ayn.ca>
An exceptionally interesting site for Native American youth!
- **Cradleboard Project**
<http://www.cradleboard.org>
Link up with Native American classrooms so your kids can learn Native American history with authenticity!
- **Explorer's Trail Multicultural Curriculum**
<http://ernie.wmht.org/trail/explor02.htm> Wonderful Resources!

- **The 4Directions Project**
"Internet Strategies for Empowering Indigenous Communities in Teaching and Learning" is funded by the Technology Literacy Challenge grant program from the U.S. Dept. of Education.
<http://www.4directions.org> One very interesting component is their work on **"Developing Virtual Museums in Native American Schools"**
<http://www.conexus.si.edu/VRTour>
- **Diversity University Collaboratory Listserv**
<http://www.edu-cyberpg.com/diversity.html>
From the Educational Cyber-Playground, a great place for newcomers to the Internet.
- **Center for Multicultural Education**
<http://depts.washington.edu/~centerme/home.htm>
The Center for Multicultural Education at the University of Washington, Seattle WA, focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color.
- **Center for Research on Education, Diversity and Excellence**
<http://www.crede.ucsc.edu>
The CREDE mission is to assist the nation's diverse students at risk of educational failure to achieve academic excellence.
- **Clearinghouse of Immigrant Education**
<http://www.ncas1.org/chime.htm>
A national organization sharing resources on English as a second language.
- **Alaskan Cultural Curriculum**
<http://www.ankn.uaf.edu:591>
A significant collection, developed by the Alaska Native Knowledge Network project.
Alaska Standards for Culturally Responsive Schools
<http://www.ankn.uaf.edu/standards>
Very unique standards applicable worldwide.
- **National Association for Multicultural Education**
<http://www.inform.umd.edu/NAME>
A national organization offering conferences, listservs and resources on multicultural education.
- **Teachers of English to Speakers of other languages**
<http://www.tesol.edu>
TESOL's mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them

foster effective communication in diverse settings while respecting individuals' language rights.

- **Center for Digital Storytelling**
<http://www.storycenter.org/storyplace.html> **Must See!**
And Other Digital Storytelling Sites
<http://www.dstory.com> <http://www.digiclub.org>
- **Putumayo World Music Multicultural Curriculum**
<http://www.putumayo.com>
Putumayo publishes indigenous music from around the world.
- **Cultural Resources for Educators**
<http://www.worldspeople.com>
Unique Resource Collections for the K-12 classroom consisting of craft objects, hundreds of images, related literature and background information. Visit their new web tour of teachers' resources.

Cultural Survival Resources

- **Cultural Survival Quarterly**
<http://www.cs.org/index.html>
See the online back issues for the Special Issue on The Internet and Indigenous Groups
- **Council on Spiritual Practices**
<http://www.csp.org>
Outstanding resources on spiritual practices and related issues.
- **US Cultural Protection Legislation**
<http://www.lib.uconn.edu/ArchNet/Topical/CRM/crmusdoc.html>
- **Indigenous peoples of Mexico, Central and South America!**
Available in Spanish.
<http://www.nativeweb.org/abyayala>
- **American Studies Web on Race and Ethnicity**
<http://www.georgetown.edu/crossroads/asw/race.html>
Comprehensive resources on many races.

Global Development Resource Organizations

- **WorLD**
<http://www.worldbank.org/worldlinks>
World links for development, opening a world of learning.
World Links for Development Program (WorLD)
Internet Training Materials
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
- **Global Knowledge**
<http://www.globalknowledge.org>
Partners in knowledge for development, improving lives, reducing poverty, empowering people.
- **Alliance for Global Learning**
<http://www.global-learning.org>
The Alliance for Global Learning is a strategic partnership between Schools Online, World Links for Development (WorLD), and the International Education and Resource Network (I*EARN)
- **United Nations Development Program**
<http://www.undp.org>
Diverse resources for sustainable human development.
- **Global Community Center**
<http://www.globaldevelopment.org>
Welcome to our "global community center on the Internet", a project of the non-profit Global Development Center. We operate with a philosophy, "Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time."
- **Schoolsonline**
<http://www.schoolsonline.org>
Their mission is to help ensure that all schools have effective access to the communication and information resources of the Internet. The organization donates Internet equipment to schools and facilitates teacher training and support. Since its founding in 1996, Schools Online has been a catalyst, helping more than 5,400 schools gain online access.
- **International Institute for Communications and Development**
<http://www.iicd.org>
The International Institute for Communication and Development (IICD) assists developing countries to utilize the opportunities offered by information and communication technologies (ICTs).

- **Center for World Indigenous Studies**
<http://www.cwis.org>
The Underlying Principle Guiding CWIS is: Access to knowledge and peoples' ideas reduces the possibility of conflict and increases the possibility of cooperation between peoples on the basis of mutual consent. By democratizing relations between peoples, between nations and states, the diversity of nations and their cultures will continue to enrich the world. **Sponsor for the Fourth World Documentation project.**
- **Fourth World Documentation Project**
<http://www.halcyon.com/FWDP/fwdp.html>
A major global project providing Indigenous peoples' Information for the Online Community.
- **Global Development Gateway**
<http://www.developmentgateway.org>
Exceptional Indigenous peoples' resources.
- **USAID Learnlink Project**
<http://www.aed.org/learnlink>
Thirty-three countries involved in educational and community networking, including indigenous peoples in South America and elsewhere. The Academy for Educational Development is the prime contractor. **USAID LearnLink Project and Teachers' Resources**
<http://www.aed.org/learnlink/resource.html>
- **Institute for Global Communications**
<http://www.igc.org/igc>
Connecting People Who Are Changing the World. Host for many global projects such as PeaceNet, Womensnet, Anti-RacismNet and EcoNet.
- **Global Development Learning Network**
<http://www.worldbank.org/distancelearning/gdln>
The GDLN is a telecommunications network that connects distance learning centers (DLC) in cities across the globe. * It harnesses the latest learning tools -- interactive video, electronic classrooms, satellite communications and the Internet - to help break down the digital divide.
- **The Hunger Site**
<http://www.thehungersite.com>
Visiting this site donates food to hungry people. A great example of how the web can support a cause. For more like this see the database activism and cause-related sites at <http://webactive.com>

Alaskan Native Innovations Web Tour

The following is a model "culture-specific" web tour suggesting a simple format for all cultures to share their best innovations among themselves, and with the world. This is a shortened version, for the full tour go to: <http://lone-eagles.com/alaskan.htm>.

- **Mt. Edgecumbe Native Boarding School, Sitka, Alaska**
<http://www.mehs.educ.state.ak.us>
An exceptional model for electronic student portfolios and includes a student-written tutorial on how to create such portfolios. The school is expanding their entrepreneurship emphasis.
- **Larry Louck's Tutorial on Building Dog Sleds**
<http://www.aesd.schoolzone.net/aesd/nlg.school/sldhme.html#anchor864510>
A great example of innovative teaching from the remotest of locations.
- **Alaskan Native Knowledge Network**
<http://www.ankn.uaf.edu>
A major project based at the University of Alaska/Fairbanks Campus, supported by the National Science Foundation and the Annenberg Rural Challenge to collect and disseminate indigenous curriculum.
- **Native Alaskan Crafts**
<http://members.aol.com/glincoln45/Kipusvik.htm>
Toksock Native Alaskan Crafts marketed worldwide.

Three Alaskan Elementary School Cyberfair Winners

- **Alaska Native Art Virtual Museum**
http://www.asd.k12.ak.us/schools/William_Tyson/TysonHomePage.html
Select the Alaskan Native Art Virtual Museum. Great work by elementary students. A winning entry in the International Cyberfair competition.
- **The Magnificent Moose Project**
<http://www2.northstar.k12.ak.us/schools/awe/moose/narrate.html>
An outstanding winning entry in the International Cyberfair competition.
- **Hunter Hornet's Cyberquilting Bee**
<http://www2.northstar.k12.ak.us/schools/htr/cyber/narrate.html>
Elementary students have created this winning entry for the International Cyberfair competition.
- **Women in the History of Alaska**
<http://library.advanced.org/11313>
A winning entry in the High School Thinkquest student competition, 1997, from four talented girls in Chugiak, Alaska. Fine work!

The Ten Top Internet Collaborative Tools

The first two below, email and listservs, are by far the most commonly used, but the remaining options have unique benefits for education and are enjoying increased use as more teachers understand what they offer! An article on the application of these tools for K-12 instruction is available at <http://lone-eagles.com/tencollab.htm> and was published in the Dec/Jan. 2000 issue of Leading and Learning Magazine (<http://iste.org>).

NOTE: The terms used to describe online discussion groups vary widely and continue to change. Here's a single resource to review to appreciate the volume of Free Web-based Collaborative Tools available [http://www.kmunity.net/Free Tools /free tools .html](http://www.kmunity.net/Free_Tools/free_tools.html) Thanks to Casey Hughes for creating such an incredible listing! Note that search terms are given for each section below which will provide you with rich listings of additional tutorials and resources!

1. Email
2. Listservs
3. Newsgroups
4. BBSes
5. Web-Conferencing
6. Internet Relay Chat (IRC)/Instant Messaging (ICQ)
7. Muds/Moos
8. IPhone and Internet Radio
9. Desktop Video Conferencing
10. VRML Chat Systems

1. EMAIL - One-to-one private interaction

Tutorials:

Workplace to Workspace: Using Email Lists to Work Together Online <http://www.idrc.ca/books/848.html>

Read these short online essays about using email and listservs!
(Buy the book and support the generous author!)

Electronic Collaboration: A Practical Guide for Educators

<http://www.lab.brown.edu/public/ocsc/collaboration.guide>
An outstanding resource from the U.S. Dept. of Education.

WebTeacher

<http://www.webteacher.org>
One of the best collections of Internet tutorials.

Reach for the Sky

<http://www.learner.org/courses/rfts/b3web.htm>
An online lesson about email basics.

Free Email accounts available at dozens of sites including: <http://www.hotmail.com>

<http://www.juno.com>

Netiquette Guidelines:

Cybernetiquette for kids!

<http://disney.go.com/cybersafety> Educators' favorite.

Good Summary of Netiquette

<http://www.dtcc.edu/cs/rfc1855.html>

*For additional information search for netiquette or email+tutorial**

2. LISTSERVS - one-to-many public interaction

Workplace to Workspace; Using Email Lists to work together online <http://www.idrc.ca/books/848.html>

Take a look at this whole book online about using emails listservs!
(Buy the book and support the generous author!)

Topica Groups <http://www.topica.com>

Database of 84,000+ listservs plus tutorials for beginners.
Create your own free listserv discussion group.

Yahoo Groups <http://groups.yahoo.com>

Offers free listservs (called groups) and more

Netpals Free Listservs <http://netpals.lsoft.com>

Free listservs with web-based archives.

<http://tile.net/lists> Another database of listservs.

Reach for the Sky

<http://www.learner.org/courses/rfts/b4web.htm>

*For additional information search for **listservs+tutorial****

Listservs, also known as Mailing Lists

Although not all mailing lists are the same, they are similar enough to consider one set of instructions for joining them.

1. From the databases of thousands of mailing lists below, select one that you would like to join.

<http://alabanza.com/kabacoff/Inter-Links/listserv.html>

<http://www.cln.org>

<http://www.topica.com> See also <http://groups.yahoo.com>

2. After you have selected a list, find out the following two things about the list. One, the e-mail address of the mailing list, and two, the formal name of the mailing list
3. Address an e-mail message to the electronic address of the mailing list. Leave the subject of the message blank or put some "x"s in it.
4. In the body of the message, type:
Subscribe [listname] [your first name] [your last name]

If your name is Jane Doe, and you are subscribing to a mailing list called ElemTcher, then you would type:

Subscribe ElemTcher Jane Doe
5. Send the message. After a moment (or perhaps longer) you will receive a message from the list manager computer. The message will welcome you to the list, describing the types of discussions that take place on the list, and how you should participate. This message will also describe how to unsubscribe from the list if you should decide to leave it. **Be sure you keep this information so you can unsubscribe when you want to!**

Three Great Mailing Lists

1. **Hilites**: Collection of high-quality classroom-based collaborative learning projects.

Formal Name: **Hilites**

Send the message "sub hilites your name" to majordomo@gsn.org

2. **Nethappenings** - keeps you up on new happenings

Formal Name: **Nethappenings**

Send the message "sub NET-HAPPENINGS your name" to listserv@lists.internic.net

3. World Wide Web in Education: WWWEDU has over 1600 members from 35 countries.

Formal Name: **WWWEDU**

Send the message "sub WWWEDU your name" to listproc@ready.cpb.org

3. NEWSGROUPS - Site-based one-to-many small group and/or public interaction

Tutorial:

Reach for the Sky

<http://www.learner.org/courses/rfts/b5web.htm>

Google Groups

http://groups.google.com/googlegroups/deja_announcement.html

See also <http://groups.yahoo.com>

Create your own free newsgroup!

*For additional information search for newsgroups+tutorial**

4. BBSES - Site-based one-to-one private and one-to-many small group and/or public interaction

Recommended tutorial:

The Ultimate Bulletin Board

<http://www.infopop.com>

Discovery Channel School BBSES

<http://discoveryschool.com>

Now called "conversations" and are found in the student and teacher sections.

*For additional information search for BBSES+tutorial**

5. Web-Conferencing (Multiple formats) - Graphical Collaborative Environments. Including co-browsers with group chat features.

Tutorial:

Free Web-based Collaborative Tools available

http://www.kmunity.net/Free_Tools/_free_tools_.html

Thanks to Casey Hughes for creating such an incredible listing!

David Woolley's Guides and Clearinghouse:
<http://www.thinkofit.com/webconf/>

*For additional information search for
web+conferencing+tutorial**

6. Internet Relay Chat (IRC) - "Live" public one-to-one and one-to-many interaction

Tutorial: Search for IRC+tutorials

Free Chat for your Web Site

MultiChat <http://www.multicity.com>

ParaChat <http://www.parachat.com>

Beseen.com <http://beseen.com>

Instant Messenger and Chat Messenger Software

ICQ <http://www.icq.com>

AOL Instant Messenger <http://www.aol.com>

PeopleLink <http://www.peoplelink.com>

*Sample Sites: Search for "IRC" OR search for
Internet+Relay+Chat*

7. MUDS/MOOS - Similar to Chat, but featuring enhanced control and object-oriented features.

Interactive fiction and online role-playing/theater capabilities.

Tutorials: <http://www.musenet.org/bkort/WCE> by Barry Kort!

Educational Use of MUDS/MOOS

<http://tecfa.unige.ch/edu-comp/WWW-VL/eduVR-page.html>

Model Sample Application: The Pueblo Project

<http://www.pc.maricopa.edu/community/pueblo>

Native American Elementary student project.

Frequently Asked Questions:

<http://www.lysator.liu.se/mud/faq/faq1.html>

Hands-on examples: <http://angalon.tamu.edu/>

For additional information search for MUDS+tutorials or MOOS+tutorials

8. IPHONE and Internet Radio - Internet telephone and audio-conferencing; one-to-one or one-to-many. Also, Internet Radio capabilities.

Resources and Hands-on examples:

Real Audio Sites with Software and Tutorials

<http://real.com> Free software for Internet radio and more.

International Radio Stations

<http://goan.com/radio.html>

Phone Free

<http://phonefree.com>

Free software for free long distance calling over the Internet!

Webex.com

<http://webex.com>

One of the fastest growing companies. Software allows 2 way audio, co-browsing and swapping control of various computers between users as a sophisticated mentoring and teaching tool.

Centranow <http://www.centranow.com>

Commercial service offering voice over Internet services. Free demo conference calls available. Suitable for "live" teaching.

Hearme <http://hear.me.com>

Audio over Internet software and services.

Internet Radio Resources

http://www.nexus.org/Internet_Radio/

Internet Phone Calls <http://net2phone.com> GREAT

Telebridge <http://www.telebridge.com> Cheap phone teleconferencing. A 1-hour 25 person conference call cost \$10!

For additional information search for Iphone or Internet+radio

9. Desktop Video Conferencing - "Live" one-to-one or one-to-several video interaction

PC and Mac Software and tutorials for CU-SEE-ME:

Yahoo's Broadcast.com

<http://broadcast.yahoo.com/home.html>

Wide variety of audio and video content

Quicktime video tutorials/software

<http://www.apple.com/quicktime>

Earthcam Web Camera Sites

<http://www.earthcam.com>

Leonard's CAM World

<http://www.leonardsworlds.com/camera.html>

Look out of Internet cameras worldwide!

*For additional information search for
desktop video conferencing+tutorial**

10. VRML Chat Systems - Using three dimensional 'avatars' for one-to-one "live" chat using animated 3 dimensional characters.

VRML Works

<http://hiwaay.net/~crispen/vrml>

The 3D Web Consortium

<http://www.vrml.org> and <http://www.web3d.org/vrml/vrml.htm>

Worldnet 3D chat "worlds."

<http://www.worlds.net>

Free demo software available!

Digispace 3D Chat "worlds"

<http://www.digitalspace.com/traveler>

Another 3D chat world to explore

*For additional information search for VRML+tutorial**

For more collaboration tools and resources see the Easiest Web Authoring Resources on page 44 of this guide, online at <http://lone-eagles.com/webdev.htm> and/or The Eight Levels of Web-based Expression on page 53, online at <http://lone-eagles.com/media.htm>

Online Courses and Learning Pathways

A Highly Recommended First Course

- **Making the Best Use of Internet for K-12 Instruction**
<http://lone-eagles.com/spu1.htm>
A five quarter credit self-directed graduate course from Seattle Pacific University, based on this guide. Also available as a 3 semester credit self-directed graduate course from Alaska Pacific University and based on this guide. <http://lone-eagles.com/asdn1.htm> Taught by Frank Odasz. See the web-based curriculum created by educators during this course: <http://lone-eagles.com/teachercreated.htm>

Courses on Creating Online Courses

- **Designing Internet Instruction for K-12**
<http://lone-eagles.com/currmain1.htm>
A hands-on course on how to easily create Internet hotlists, web-tours, lessonplans, project-based learning activities (Webquest, Cyberfair, Thinkquest) and complete online courses using online web tools. Instructor is Frank Odasz.
- **Eugene Cyberschool Course** <http://www.cyberschool.k12.or.us>
Excellent work by Tom Layton!
- **Collaborative Tools For Distance Education**
http://www.gse.uci.edu/CCRE/knowledge_building/tools.html
- **Online Course Authorware Comparisons**
<http://www.c2t2.ca/landonline> <http://www.c2t2.ca/compare2.html>
Compare dozens of online course authoring options in one place.
- **University of Manitoba Tools for Developing Web Courses**
<http://www.umanitoba.ca/ip/tools/courseware/pros.html>
- **University of Illinois Educational Technology Resources**
<http://www.als.uiuc.edu/edtech/edtech.html>
- **Reach For The Sky** <http://www.learner.org/courses/rfts>
Select "Lessons" and the "Mentoring Online" course.
- **Creating Online Courses**
<http://www.blackboard.com/courses/2277> Select "Visit as Guest" to enter Blackboard's course on creating online course.

Culture Specific and Citizen-Created Courses

While there may be few examples today, we can soon expect to see a virtual explosion of courses created by citizens for specific cultures and purposes.

- **Genealogy Resources! Madrid Family Home Page**
<http://spot.Colorado.EDU/~madridt/Home.html>
Fantastic example of a family working together to create a resource for other families. Create your own family Genealogy web page! Research YOUR family history.
- **Saxakali.com** <http://saxakali.com/coloru>
Free courses for, and by, colored folks, from Africa.
- **Choctaw Nation Free Language Courses**
<http://choctawnation.com>
- **Agricultural and Family Support web-based courses**
<http://classes.aces.uiuc.edu>
- **Thirddage.com** <http://www.thirddage.com>
Courses for, and by, seniors.
- **Alaska Native Knowledge Network**
<http://www.ankn.uaf.edu>
Combining scientific method with the Native Way of Knowing. Includes **Alaskan Cultural Curriculum**
<http://www.ankn.uaf.edu:591> and
Alaska Standards for Culturally Responsive Schools
<http://www.ankn.uaf.edu/standards>
Very unique standards applicable worldwide, available in booklet and poster formats.

Online Course Sources for Professional Development

- **AT&T Virtual Academy**
<http://www.att.com/learningnetwork/virtualacademy/premierint eg.html> A listing of the best online courses for educators, and much more.
- **Heritage Online**
<http://www.hol.edu>
Courses and resources for teachers
- **OnlineLearning.net**
<http://www.onlinelearning.r.et>

- **The Training Registry**
<http://www.tregistry.com>
Online courses listed by topic.
- **Association for Supervision and Curriculum Development Courses**
<http://www.ascd.org/pdi/pd.html>
- **New Promise Courses**
<http://www.newpromise.com>
Listings of 3700 courses from 100 accredited schools
- **Concord Consortium**
<http://www.concord.org>
Free Netcourse for Math/Science Teachers
- **Connected University**
<http://classroom.com>
- **Texas Online Course List World Lecture Hall**
<http://www.utexas.edu/world/lecture>
College Courses Online! The World Lecture Hall (WLH) contains links to pages created by faculty worldwide who are using the Web to deliver class materials.
- **Sloan Center for Asynchronous Learning!**
<http://www.aln.org>
15 web-based courses and software for creating web-based instruction.
- **American Library Association's Training Resources**
<http://www.ala.org/ICONN/index.html>
Includes listings of online courses and much more.
- **Webwhacker; offline browsing and Internet research free courses:** <http://www.bluesquirrel.com> Learn how timesaving an offline browser can be for teachers and presenters!

For more course sources see the listing at the end of the Mentoring Resources on page 63, online at <http://lone-eagles.com/mentor.htm> and the listings in the following section.

Distance Learning Clearinghouses and Virtual Universities

- **The International Distance Learning Course Finder**
<http://www.dlcoursefinder.com>
Claims to be the world's largest online directory of e-learning courses from over 130 countries.
- **Distance Education and Training Council**
<http://www.detc.org>
Great listings of HS and college degree programs, organizations and resources
- **World Wide Learning Directory of Courses**
<http://www.worldwidelearn.com> Extensive.
- **Distance Learning Resources Network**
<http://www.dlrn.org>
Online courses for K12, adults and educators, and more.
- **Mind Edge**
<http://www.caso.com/home/index.phtml> Extensive.
- **ADEC Distance Learning Consortium**
<http://www.adec.edu>
Initially a state and land grant institutions consortium for agriculturally related satellite courses, ADEC is now adding online courses and broadening its focus. NCSA and the Western Governors' Virtual University are partners.
- **University of Wisconsin Distance Education Clearinghouse**
<http://www.uwex.edu/disted/home.html>
University of Wisconsin's Distance Education is defined as a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning.
- **Elearners.com**
<http://elearners.com>
Extensive links to hundreds of free tutorials and courses.
Elearners Directory of online courses
<http://elearners.com/gna/courses.htm>
- **Learner's Corner, Office of Learning Technologies**
<http://olt-bta.hrdc-drhc.gc.ca/learning/index.html>
Includes guides for distance learners and much more.

- **Peterson's Distance Learning Database**
<http://www.petersons.com/dlearn>
Searchable by institution, keyword, or degree program.
- **Spectrum Virtual University** <http://www.vu.org>
Spectrum Universal has been proposing and exploring alternative education channels for more than twenty years. Today, thanks to technological breakthroughs that have brought about fast modems and the growth of the World Wide Web, Spectrum is carrying on its mission of sharing knowledge and education for the betterment of all!
- **University of Phoenix**
<http://www.uophx.edu> Many online courses and aggressive worldwide marketing of online courses.
- **PBS's 'Going the Distance' Consortium**
<http://www.pbs.org/insidepbs/news/gtd.html>
Thirty-three colleges and growing. Impressive.
- **Open University** <http://www.open.ac.uk>
World's Largest Online Course Provider! The Open University is Britain's largest and most innovative university. Founded by Royal Charter in 1969, it has grown rapidly both in student numbers and range of courses.
- **Brigham Young University Independent Study Program**
<http://coned.byu.edu/is>
With over 40,000 enrollments each year, BYU Independent Study is a recognized leader in distance education. We offer approximately 350 university courses and 170 high school courses.
- **International University** <http://www.international.edu>
Offers online courses on how to create online courses.
- **World Lecture Hall** <http://www.utexas.edu/world/lecture>
Extensive course listings.
- **DIAL: Distance Instruction for Adult Learners**
<http://dialnsa.edu>
The New School's Distance Instruction for Adult Learners (DIAL) program provides an opportunity for students to take New School courses at their own convenience.
- **Distance Education General Resources**
<http://nova.umuc.edu/~erubin/de-gen.html>

Level Four: The Power of Citizenship and Enlightened Expectations

Public Problem-Solving, Learning-to-Earn, and Electronic Democracy

CONTEXT: This level of "**Citizenship and Enlightened Expectations**" presents the highest level of benefits, but is also the most difficult to understand, particularly without the direct hands-on experience of the previous levels.

Expectations increase with experience. As you gain experience using Internet collaborative tools, it soon becomes clear that there is incredible untapped potential for working together with others as a good citizen, both locally and globally.

We're seeing many organizations using the web for advocacy for their cause and for activism to take organized action toward specific goals. A course in **virtual activism** is found at <http://www.netaction.org/training> and a database of **activism websites** is found at <http://www.webactive.com>. It is a fact, that transnational activism, working with others online globally to advocate a cause, such as human rights, is dramatically on the rise!

Involvement in the process of identifying emerging needs, and meeting those needs with genuine value and services, can be taught through a project-based approach to real community issues and problems. Due to the Internet's increasing efficiency and popularization, new opportunities, with a global significance and reach, are being continually created. One only has to look at those who are successfully providing services and products via the Internet to see why home-based businesses are flourishing.

With the very nature of work changing, as youth grow up, they will need to identify new processes for identifying emerging work opportunities in their communities. The jobs they will likely perform in the future may not exist today.

We're already seeing many online businesses realizing the value of online collaboration and they are inventing new collaborative capabilities to enhance their web sites. Free Ecommerce web sites are now available to anyone! (Listed at <http://lone-eagles.com/webdev.htm> and <http://lone-eagles.com/entrelinks.htm>)

While the Internet itself can indeed be a window of unlimited opportunity, one must develop the capacity for envisioning that which is yet to come. These emerging trends are typically based on common sense application of the new capabilities to meet existing needs as the Internet evolves.

Quickstart Awareness Activities

ACTIVITY: Explore the following 'Building Learning Communities' Web Tour resources, and the full listing at <http://lone-eagles.com/teled.htm>

ACTIVITY: Explore the following E-business Start-Up Training Resources Web Tour and the full listing at <http://lone-eagles.com/entrelinks.htm>

ACTIVITY: Explore the following Community Networking Resources and the full listing at <http://lone-eagles.com/community.html>

ACTIVITY: Explore the following Electronic Democracy resources and the full listing at <http://lone-eagles.com/democracy.htm> to appreciate existing resources for citizen activism, home businesses/telecommuting and community networking!

ACTIVITY: Explore how various causes and organizations are empowering themselves using the Internet at <http://www.webactive.com> <http://www.netaction.org>

Think about the implications for your own impact on the world via Internet during your lifetime!

ACTIVITY: Review the Good Neighbor's Guide to Community Networking at <http://lone-eagles.com/cnguide.htm> and be sure to read Chapter 2 "Making a Difference" at <http://lone-eagles.com/chap2.htm> See also the Community Network Planning Guides at <http://lone-eagles.com/chap11.htm>

ACTIVITY: Review the Rural Community Internet Empowerment resources at <http://lone-eagles.com/ruralempowerment.htm>

Building Learning Communities Web Tour

See the full tour at <http://lone-eagles.com/teled.htm>

- **The New Gold Rush: Mining Raw Human Potential Using Free Web Tools**
<http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>
- **The Future of Community Development - Make the Living You Want Living Wherever You Want** <http://lone-eagles.com/comdev.htm>
Published Feb. 2001 in "Future Courses" by Jason Ohler/Technopress
- **Community Networking Primer**
<http://lone-eagles.com/articles/networking.htm>
A good first article on the practical function of community networks.
- **The Good Neighbor's Guide to Community Networking**
<http://lone-eagles.com/cnguide.htm>
Ebusiness, youth-based community development, and a bibliography listing the best community networking guides and resources. Eleven easy-reading chapters.
- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
Includes a link to a community grant template with rich resources.
- **The Ten Internet Collaborative Tools**
<http://lone-eagles.com/articles/tencollab.htm>
Published in ISTE's Leading and Learning with Technology Magazine Dec/Jan 1999 <http://www.iste.org>
- **Rural Community Internet Empowerment Resources**
<http://lone-eagles.com/ruralempowerment.htm>
- **The Bootstrap Academy** <http://lone-eagles.com/academy.htm>
Many specific ideas and resources for community events and training.
- **Lone Eagles Learn to "Teach From Any Beach "**
<http://lone-eagles.com/articles/eagle.htm>
Learning to teach online; anyone, anywhere, anytime.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
The best ideas and resources from hundreds of community networks and related organizations.
- **Community Network Funding Sources and Grant-writing Tips**
<http://lone-eagles.com/granthelp.htm>
- **Additional Readings from Lone Eagle Consulting's**
<http://lone-eagles.com/articles/articles.htm>

E-commerce Start-Up Resources Web Tour

See the full tour at <http://lone-eagles.com/entrelinks.htm>

Information condenses to knowledge, which condenses to wisdom,
and *value* is created in an information economy.

Learning To Create A Business

- **Cisco Systems, Inc. and the U.S. Small Business Association** have teamed to offer six free Ecommerce courses covering the basics for planning, marketing and more. <http://www.sba.gov/classroom>
- **Small Business Knowledge Base**
<http://www.bizmove.com>
Teach yourself how to start a business, marketing, financial management and international trade!
- **Entrepreneur's Edge**
<http://edge.lope.org>
Learn how to be a successful Entrepreneur.
- **Business@ Home**
<http://www.gohome.com>
Making a life while making a living.
- **Home Office Association of America**
<http://www.hoaa.com>
SoHo (Small Office/Home Office Resources;) Excellent. See their resource links.
- **Check out the Minnesota Main Street Ecommerce Curriculum**
<http://www.extension.umn.edu/mainstreet/curriculum>
One of the best.
- **"The 'E' in Me"** http://www.ait.net/groups/e_in_me/Default.htm
Entrepreneurship training resources from the Kauffman Center for Entrepreneurial Leadership.
- **E-Team Ebusiness Training Resources**
<http://www.ext.msstate.edu/srdc/e-team>
Sponsored by four regional rural development organizations, site includes resources to promote research and outreach education associated with electronic business issues. From "Americans Communicating Electronically" <http://www.ace.org> A USDA Economic and Development Systems initiative.
- **Ecommerce Resources Provided by the Federal Government**
<http://www.ecommerce.gov> Extensive resources.

Ecommerce Sites with Free Trials and Services

- **FreemERCHANT**
<http://freemERCHANT.com>
Free Ecommerce merchant accounts and much more for Ebusiness startups.
- **Bigstep.com** <http://bigstep.com>
Free services for creating your own E-business.
- **OLB.com** <http://olb.com>
Another free service for creating your own E-business.
- **Amazon.com's zshops** <http://amazon.com>
Free trail Ecommerce sites and a Merchant's Resource Center.
- **Many more available via listings at** <http://lone-eagles.com/webdev.htm>

Youth Entrepreneurship

- **YoungBiz.com** <http://youngbiz.com>
Free Ebusiness sites and training for youth.
 - **EBusiness for Teens**
<http://library.advanced.org/28188>
A Thinkquest entry from Jamaica with lots of Ebusiness resources for teens.
 - **Hotlist of Student Entrepreneurial Resources:**
<http://lone-eagles.com/entrelinks2.htm>
Wonderful listing of dozens of important resources for student entrepreneurship, home-based businesses, community service, and more.
 - **Youth World Trade Training**
<http://www.wbe.net> Sponsored by the Reis Foundation
<http://www.reisfoundation.org> Youth entrepreneurship focus
 - **Adult and Youth Entrepreneurship Training Resources**
<http://www.emkf.org/>
The Kauffman Foundation has a billion dollar endowment for funding youth and entrepreneurship programs. To review their free training resources, select Entrepreneurship, then Entrepreneurship resources. Also hosting <http://www.entreworld.org>, listing extensive resources for entrepreneurs.
- Young Entrepreneur's Organization**
<http://www.yeo.org>
Sponsored by the Kauffman Foundation. Extensive.

Women's Entrepreneurial Networks

- **Women's Rural Economic Network**
<http://www.wrencommunity.org>
<http://www.shophewrens.com>
Collectively Making the Ordinary Extraordinary. A wonderful model!
- **Women's Economic Self-sufficiency Team (WESST) Artisans, Taos, NM**
<http://www.wesstartisans.com>
Rural women artists' web sites. Recently featured as a case study of success.
- **The Women's Business Center at Coastal Enterprises, Inc.**
<http://www.ceimaine.org/women> Betsy Tipper consulting.
Helping Maine women grow their businesses through telecommunications.
- **Center for Women and Information Technology**
<http://www.umbc.edu/cwit>
- **SBA's Women Business Owner's website:**
<http://www.onlinewbc.gov> Serious resources.

Career and Job Marketing Sites

- **Monster.com** <http://content.monster.com>
A Career Center that allows you to market your skills. Free resume posting, services for researching companies, job seeker information and has a great section on community business.
- **Freeagent** <http://freeagent.com>
Tutorials for becoming a free agent information technology professional.
- **Guru.com** <http://guru.com>
Resources for marketing your services and finding work contracts.
- **Janet L. Jordan, Master Virtual Assistant** <http://www.DallasMVA.com>
<http://www.VirtualAssistanceU.com> <http://www.VACertification.com> The cost of our 16 week program is very affordable \$750 with most participants qualifying for 50% partial scholarships.
- **Virtual Support Services** <http://vsscyberoffice.com>
Training offered by an Alaskan entrepreneur for becoming a virtual assistant.
- **Assist U - Learn to be a virtual assistant** <http://www.assistu.com>
Training for becoming a virtual assistant. Expensive - \$2500.
- **Rural Ecommerce and Telework Strategies**
<http://lone-eagles.com/ecommerce-registration.htm> A NEW master-learning online course from Lone Eagle Consulting for learners of all ages!

Unique Ecommerce Services

- **Ebay** <http://www.ebay.com>
An auction site which has provided sustainable businesses for many home-based businesses in very rural locations. Six billion will be exchanged this year by people simply posting pictures of what they have to sell. Ebay is one of the shining stars of Internet Ecommerce success. See their site map for valuable resources, and "My Ebay" for an easy way to track what you're selling or considering buying.
- **Netpreneur.org**
<http://netpreneur.org>
From Washington DC, the most electronically wired, educated, wealthy, and politically charged community in the world; here are sophisticated resources for learning how to grow an online business.
- **Telecommuting Jobs Listing and How-To-Telecommute Handbook**
<http://www.tjobs.com>
Interesting focus for a home business; to teach others telecommuting skills.
- **Mining Company Telecommuting Resources**
<http://telecommuting.miningco.com>
- **Teleprompt Teletraining**
<http://www.icbl.hw.ac.uk/telep/telework/conts.html>
Exceptional Training Resources and listings of telecenters!!
- **Centranew**
<http://www.centranow.com>
"Redefining Elearning and Collaboration"
Internet-based voice-based services, conference calls, and more! Free Trials!
- **Interland**
<http://interland.com> "We make the web work for you."
- **Wholetree Ecommerce Language Translation**
<http://wholetree.com>
Services for going global.
- **Two Magazines on Ebusiness: Business 2.0** <http://www.business2.com> and **Fast Company** <http://www.fastcompany.com>
- **Talkcity.com**
<http://business.talkcity.com>
Building communities for businesses online. Tutorials and tools available!
- **Webex.com**
<http://www.webex.com>
Sophisticated business collaboration tools and services.

Community Network Planning Guides

This short bibliography of community networking resources focuses on the top tier of resources, from which you'll find pointers to all the rest. Watch for the names of the early pioneers in community networking which will show up repeatedly in the following resources. This short listing below is taken from the master listing at the Community Networking Clearinghouse <http://lone-eagles.com/community.html>

- **Community Network Briefing Book from the Blacksburg Electronic Village**
http://www.bev.net/form/bev_book_request.html
Printed copies sent free, on request.
- **CTCNET Startup Guide**
<http://www.ctcnet.org/toc.htm>
A guide to starting a community technology center, from the national organization of over 400+ CTC members.
- **Smart Communities Online Guides**
<http://www.smartcommunities.org>
Two thick guides and many resources.
- **Getting Online – A guide to the Internet for Small Town Leaders** <http://natat.org/ncsc>
A very basic guide from the National Center for Small Communities.
- **University of Kansas Community Tool Box**
<http://ctb.lsi.ukans.edu/tools/tb-toc1.html>
Includes a "troubleshooting guide" to improve effectiveness in community action:
<http://ctb.lsi.ukans.edu/assistance/MegaTools/Trouble>
- **Computer Lab Guidelines from the RECA Foundation**
<http://www.tcfm.org/labguide/index.htm>
- **Heartland Center for Leadership Development**
www.4w.com/heartland
From the heartland in Lincoln, Nebraska. Many resources, programs, and studies related to rural communities.
- **Virtual Power – Technology Education and Community**
<http://psrtec.clmer.csulb.edu> Select "Virtual Power" to download as a PDF file. Multicultural community emphasis,
- **"Electronic Collaboration: A Practical Guide for Educators"**
<http://www.lab.brown.edu/public/ocsc/collaboration.guide>

Community Networking Associations

- **Association for Community Networking**
<http://www.afcn.net>
A national organization created by many of the original pioneers.
- **CTCnet** <http://www.ctcnet.org>
National organization supporting Community Technology Center's.
Includes a guide for creating CTCs.

Community Networking Reports and Projects

- **Canadian Community Learning Networks Program**
http://olt-bta.hrdc-drhc.gc.ca/CLN/clninit_e.html
Very likely the largest community networking program ever conducted, complete with research and case studies.
- **Community Technology Review**
<http://www.comtechreview.org> Exceptional.
- **Building Online Communities: Transforming Assumptions Into Success** <http://www.benton.org/Practice/Community/assumptions.html>
- **Report on Community Networks and Community Technology Centers**
<http://www.si.umich.edu/community/connections/findingsreport.html>
- **The Organization of Learning in Community Technology Centers: Learning with Technology in Six Communities**
<http://www.sri.com/policy/ctl/html/context6b.html>
- **Network Services Research, National Capital Freenet, Canada**
<http://debra.dgbt.doc.ca/services-research>
Exceptional articles evaluating new online services and researching network services. See "Lessons from the National Capital Freenet."
- **"Using Email lists and more: The Power of Virtual Communities on the Net"** <http://www.makingthenetwork.org/ngflchannel/help/hlists.htm>
From Scotland and UK

Community Networking Directories and Resources

- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Borrow the best ideas and resources from hundreds of other community networks and related organizations. Build on the best.

- **University of Michigan Community Connector Resource**
<http://www.si.umich.edu/Community>
Joan Durrance and her graduate students have created a fine resource.

Community Networking Models

- **The Blacksburg Electronic Village**
<http://www.bev.net>
Student activities, online newspaper and essays from Montgomery County, VA. Very high bandwidth to many home and reportedly 86% community participation make this a one-of-a-kind testbed model!
- **Prairienet**
<http://www.prairienet.org>
700 local businesses and organizations have web sites posted. Includes text-based conferencing in a web-accessible format. Source of many innovations, such as their new asset mapping project led by Ann P. Bishop:
<http://www.prairienet.org/membercenter/ipservices/cl/assets>
- **La Plaza Telecommunity**
<http://www.laplaza.org>
A rural tri-cultural community network which was the first to use a graphical interface. **Likely to be the best rural community network.**

Electronic Democracy Web Tour

See the Full Tour at <http://lone-eagles.com/democracy.htm>

Citizenship is the American Ideal. There may be an army of actualities opposed to that ideal, but there is no ideal opposed to that ideal.

G.K. Chesterson

- **Liberty Net** <http://www.iscv.org>
Institute for the Study of Civic Values--Help strengthen America's commitment to our historic civic ideals. Many resources for citizens to build a true, informed, proactive democracy.
- **Neighborhoods Online: National** <http://neighborhoodsonline.net>
A key component of LibertyNet; helping neighborhood activists and organizations gain information and resources of use in solving community problems; online resource center.
- **Netaction.org**
<http://www.netaction.org>
A clearinghouse for cause-related web collaborative activities. Select the Virtual Activist training course. <http://www.netaction.org/training>

- **WebActive.com: Activist Group Directory**
<http://www.webactive.com>
Here's a great searchable directory of "communities of interest," citizens with a mission.
- **Votelink-the voice of the 'Net**
<http://votelink.com>
Free on-line voting and discussions; See Teen Voting and discussions.
- **Freepolls** <http://freetools.com>
Free voting and polling web tools for your web site.
- **Civicnet: Civic Dialog and Citizen Participation Resources**
<http://civic.net/civic.html>
Resources from The Center for Civic Networking and The Innovation Groups.
- **An Electronic Civil Liberties Library**
<http://www.eff.org/archives.html>
From the Electronic Frontier Foundation: Select Netculture and Online community, and Cyberanthropology.
- **Minnesota E-Democracy Initiative**
<http://www.e-democracy.org>
An exceptionally vigorous state initiative. Good source of links to similarly minded folks.

Federal Government Important Resources

- **Thomas Jefferson Government Resources** <http://thomas.loc.gov>
Direct from the Library of Congress, here are extensive resources on current congressional activity
- **FedWorld** <http://www.fedworld.gov>
Providing a comprehensive central access point for locating and acquiring government information.
- **FirstGov.gov**
<http://firstgov.gov>
The new federal system with links to all federal sites.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
Possible Funding for Community Technology Centers.
- **U.S. Dept. of Commerce NTIA**
<http://www.ntia.doc.gov>
Possible Funding for Community Technology Projects.

Community Networking: Leveraging the Public Good Electronically

<http://lone-eagles.com/articles/networking.htm>

Community networking is an idea that has caught the global imagination. Communities worldwide are creating telecottages, televillages, teleservice centers, community technology skills centers, and more. In the US alone, there are more than 150 community networks and nearly 3,000 community web sites. And the numbers are increasing every day.

What is a Community Network?

It's people coming together electronically to make good things happen!

Community networking is fundamentally about people applying technology to serve the public good. It is about caring about the needs of others, and the giving of ourselves to support our local communities.

The National Information Infrastructure's purpose is to link people together to empower them on many levels. The former Congressional Office of Technology Assessment reports, "The diversity of innovative applications required to create a successful NII can only come from the citizens themselves."

A true sense of community is now, as it always has been, the sum of what we give to each other in time, consideration, service, and good humor. Community networking in the past has involved face-to-face meetings, chance encounters, and various technologies that aided our sharing: the newspaper, radio, TV, and the telephone. Today, additional means of sharing, in the form of modern telecommunications technology, help us continue to build our communities in even more powerful ways.

Community Networking Models

A community World Wide Web homepage on the Internet allows current information to become easily available from the home with no more than the pointing and clicking of a mouse. The same information can be as easily available worldwide, too!

Text-based electronic bulletin boards have been available for a decade, allowing convenient ongoing discussions online. Such systems may be accessible only to registered community members locally, or open to anyone via the Internet. Such systems may be dedicated to a geographical community, or to a "community of interest" such as students studying Shakespeare. New forms of community networks are continually evolving.

Web-based online discussions allow combining the interactivity of electronic bulletin boards with the image-based easy interface of the World Wide Web. Web systems that are accessible only by the community are called Intranets, similar in concept to non-Internet electronic bulletin boards.

These types of "Inner-Net" community networks bring neighbors closer together electronically to engage in public problem solving and other community support activities. Connecting multiple community networks together through the Internet allows the sharing of the best ideas and information, literally creating an online "community of communities."

Before long, we're likely to have wall-sized touch screens that will allow us to "be anywhere visually and virtually." New methods of connecting people will be lead by the innovations of citizens, in partnership with corporations and governments, in ways we can't yet even imagine.

"Value-Pull," Not "Tech-Push."

Our common sense will determine what works best for the good of our families and our communities. We need to gather the best information possible for solving our local problems. A wide array of resources need to be matched with unmet needs. Via the Internet, we can have a direct tap on the world's knowledge base and the innovations of others.

Putting People before Technology

One growing problem we all face is the lack of time to meet face-to-face. We need new ways of keeping in touch, conveniently. Internet electronic mail and electronic community networks allow us greater flexibility and convenience in keeping in touch and finding the information we need. One-by-one, we're showing each other how to use these new community-building tools. It has always been through the trust in another that we're able to build friendships, the building blocks of any strong community.

The one-to-one relationship is the basis of community building.

Community networking allows sharing ideas anytime, anywhere. Communities will need to work together on an ongoing basis to continue to develop a joint vision for the optimal effectiveness of networking as the technologies continue to improve. Our shared vision of the benefits of community networking will grow as we each gain more personal hands-on experience.

Will Rogers once said: "We're all ignorant, only on different topics." Each of us can now be both learner and teacher all the time; learning from the world's resources and reflecting globally the best of ourselves. Our

individual abilities to become all we can be has been increased dramatically by the availability of self-directed learning opportunities via the Internet. We also find we now can help others learn anywhere, anytime; by combining our caring with our connectivity.

K-100 Lifelong Learning

Lifelong learning is an essential survival skill for the 1990s and beyond. Ongoing learning from the home greatly extends the learning opportunities for kids as well as adults. School networking and community networking are merging around the theme of K-100 lifelong learning, but in a more enjoyable familial context than the traditional educational system. Since students spend only 19 percent of their time in school, this opens up 81 percent more potential time for learning. Many students find the self-directed interactive features of telecomputing more motivating than passively watching television!

Community empowerment starts with individual empowerment.

Personal satisfaction from extending your positive impact on your family's future, as well as your community's future, is inherent in the new technologies. But it will take time for many of us to become comfortable with these new ways of leveraging the public good electronically. In addition to being strapped for time, we are already suffering from information overload.

When technology doesn't work right, we need to get help quickly. We need new ways of learning how to keep up. We are finding new reasons to need each other; to support each other's continuous learning, and to make it an enjoyable, exciting community-oriented process.

Citizen Roles

A community depends on citizens contributing on their individual strengths to achieve common goals. Community networks give individuals increased ability to help others in the following ways:

Infoscout

Bringing the world's best knowledge home to post for easy community access.

Telementor

Helping citizens with online learning with the convenience of home access.

Reference Cybrarian

Guiding citizens in finding specific information from the global Internet.

Town Crier

Communicating to citizens the information they need to know.

Discussion Leaders

Leading online public problem solving discussions.

Think Globally, Act Locally

Though community networking is primarily about local communications, the global Internet can play an important role. Our challenge is how to balance our time between the global possibilities for information access, sharing and collaboration with a local commitment to realizing local benefits utilizing these global resources.

The World Wide Web (WWW)

The WWW provides any individual, business, or organization the ability to self-publish worldwide, and to gather the best information from other sites for reposting locally. The diversity of citizen-created innovations is already testimony to the citizen empowerment potential of the web. With the ability of citizens to learn from each others' innovations, we all grow stronger, together!

New Information Searching Capabilities

The Internet allows easy access to vast amounts of highly specific information, with as little effort as typing in a few words related to the information you seek. These new "search engines" are as powerful as they are easy-to-use!

Internet Electronic Mail

E-mail provides near instant delivery of text correspondence worldwide. Groupwork in a distributed, connected, knowledge economy will require that we know how to work with others online efficiently.

Reuniting the Generations

Because of the increasing and accelerating change and innovation, we need to learn to strengthen our ability to imagine new ways of doing things; better ways. Young people today are comfortable with the latest technology; perhaps because it allows them to learn without limitations and provides a new means of exercising their imaginations.

Young people are invaluable as community trainers and technical support resources, not only because of their technical talents and imaginations, but

because they have the time, which is in short supply these days. Our youth are a perfect match with the wisdom of the older generations. Older people have an enormous contribution to make, particularly in partnership with our youth!

Schools are finding networking allows students to use the community and community members as learning resources, and communities are finding that schools can provide training and expertise, and will often open up their computer labs for community members during the evenings.

Community networking, creating a new venue for family home learning and home-based businesses, is allowing us to return to a homelife and community lifestyle similar to the agricultural age where communities once worked and learned together. What can you do to help, you ask?

Support Your Local Champions!

If your community doesn't yet have a community network, or a community training center, here's a story with some tips on planning one:

Ken and Nellie Bandelier, both retired teachers, have a vision for their community: Dillon, Montana, population 4,000. After being diagnosed with prostate cancer, Ken joined an Internet support group for cancer patients. When he went in for surgery, he had 70 letters of support and encouragement from new friends found through networking. Ken's doing fine now, and he and Nellie have developed a vision for creating a Dillon-Net community network to allow Dillonites to support and encourage each other, much as Ken and Nellie experienced.

Nellie's Internet Notes

Ken and Nellie have convened a Dillon-Net planning committee. To share their vision, Nellie writes a weekly column for the Dillon Tribune called "Nellie's Internet Notes." They received a computer and modem donated by United Way, and a donated office through a local business. Five days a week Ken and Nellie offer free hands-on Internet-awareness training for the community. They are both instrumental in the new "Beaverhead (County) Computer Users Group," or "BUG" for short. Monthly demonstrations showcase the benefits of computers and networking for the community.

Their greatest challenge is raising community awareness regarding the benefits of community networking to secure the financial support for Dillon-Net. "Public Interest Networking" is not yet a familiar concept. Local leaders are focused on budget problems, not technology. Ken and Nellie make a point of regularly meeting with local leaders to discuss the viability of community networking.

Expectations rise with experience, and Ken and Nellie hope to help community leaders gain hands-on experience with what other communities have found to work. Since many leaders are intimidated by computers, patience and perseverance are required. Videos, articles, and exploring other community networks are additional ways to build a vision of local "real benefits for real people."

The competitiveness required for success in the industrial age is being replaced by the ability to collaborate online as the key for success in the information age.

We're ultimately one human family, joined in a battle against ignorance. This battle will be fought with gentle spirits teaching a better way; moms, dads and kids, working with our electronic elders, sharing encouragement in support of the ongoing learning and empowerment of each other, as we all come to recognize we need to work together to "do what needs to be done." Are you prepared to do your part?

Citizens, through use of these new community-building tools, can be effective global philanthropists, generously sharing their time and knowledge. Caring and connectivity must come together if we're to meet today's great challenges.

Individually, we each share the challenge of helping our communities create grand collaborations of purpose and passion, and we're limited only by our imaginations.

Make the Choice to Take Action

Take the time to develop your own leadership potential.

Find someone to help you get started, and then find someone you can help begin...their own empowerment.

As we each learn to empower ourselves with collaborative skills, may we empower others. As we learn to be all we can be, may we bring people together to make good things happen for the people in our communities.

*** More on Ken and Nellie's innovations at <http://lone-eagles.com/dillon.htm>**

Innovation Diffusion - Looking at the Process of Change

**Imagination is more important than knowledge.
- Albert Einstein**

Inner-Directedness VS Outer-Directedness

An estimated 10-20% of American society are naturally curious, self-motivated, "early adopters". Such persons seek new experiences and like to explore. An early adapter is inner-directed; motivated by an innate curiosity, and is likely to be among the first to try anything new, often for the fun of it.

The majority of our society, however, is outer-directed; motivated primarily through the direction of others. These folks generally wait to try something new until they've seen others do something for long enough they feel its safe, and accepted, for them to try it too. These are "middle and late adopters" and represent 80% of society and will tell you "playing it safe" is just common sense, and they would be correct.

While early adopters will learn and explore on their own, middle and late adopters will wait until they receive clues that the social majority is supportive of such activity. Advocating change in the behavior status quo is typically met with resistance, something early adopters are very familiar with.

Another way to look at any society facing change is by looking at three distinct personalities. There are **drivers** (early adopters), who drive new innovations and thinking. There are the **riders** (middle adopters) who will eventually ride along with new trends. And there are always the **draggers** (late adopters) who are still grouching about using wordprocessing and the fax machine.

Together, these three main groups create a bell curve of innovation diffusion. The amount of time it takes for an innovation to diffuse across society can vary based on many factors. Widespread use of the telephone took 25 years, fifteen years for personal computers, seven years for widespread use of the fax machine, and five years for widespread use of the World Wide Web.

The most effective means of motivating other-directed personalities (middle to late adopters) to accept new thinking and change is by "Tom Sawyerism," demonstrating satisfaction from tangible benefits without direct advocacy.

You might know the story, by Mark Twain, where Tom is whitewashing a fence and specifically avoids asking his friends for help while making it look like he's having a great time. Eventually his friends convince him to accept items in trade in return for his letting them in on the fun. Tom knew better than to be direct, he instead showcased the benefits for all to see.

While in this case Tom was really trying to get out of the work of whitewashing the fence, and succeeded in enticing his friends to do his work for him, the point here is that often indirect advocacy through showcasing the benefits is more effective than preaching about the benefits. Also, the difference between work and play can often be one of perception, only. **Strategies will be required, not to tell folks what they should be doing, but to unobtrusively lead them to the discovery of what they can do for themselves.**

Despite all the reasons one might give for not using Internet, it is common for a complete shift of perception to occur once direct hands-on benefits have been realized. The pattern for this dramatic attitude shift comes when something of person value or interest is obtained via Internet that would not have otherwise been available. One elderly citizen absolutely refused to have anything to do with computers and the Internet, until someone showed him all the stock car information available. Well, stock cars were a personal hobby, and it wasn't long before the Internet was A-OK, as a resource for stock car information, anyway. We each need to take it one-step-at-a-time!

Below are four stages of internalization which fit the pattern of acceptance of any innovation. These stages can be helpful in understanding the behavior of others, particularly when comparing the attitudes of adults vs youth when faced with the limitless potential of computers and Internet.

Four Stages of Internalization of Innovation

Dealing with diversity of cultural and technical backgrounds can make Internet acceptance more challenging.

Consider these four identifiable stages specifically regarding internalizing the potential of Internet use and collaboration:

- * Awareness/Uncertainty**
- * Insight/Adoption**
- * Internalization/Adaptation**
- * Enlightened Expectations**

1. Awareness/Uncertainty

At this first stage people often experience acute self-doubt and self-deprecation as to whether they will be able to master the basic computer, Internet, typing, and written skills. A very shallow understanding of the potential benefits is common at this stage, though there is the general impression that there are advantages.

For the individual at the "uncertainty" stage, it is important to keep the instructional tasks very simple with short step-by-step, mastery learning format such that there is no failure, only success. Easily obtainable objectives are necessary to build confidence, as well as encouraging messages whenever possible. Technofear, and related ego-protecting excuses, are strongest at this stage. Upon proving to themselves they CAN communicate online, there is often a surge of optimism and confidence.

2. Insight/Adoption

At the "insight" phase people accept that telecommunications skills are not beyond reach and begin to see an increasing number of ways to benefit. They "adopt" use of the Internet and begin to gain a broader of idea of what it has to offer them. Self-confidence begins to build through hands-on experience.

3. Internalization/Adaptation

The "internalization" stage is achieved through regular use when people begin to view the online skills as merely an extension of one's self. Use of Internet begins to be adapted to meet personal needs in an increasing number of ways. At this point "being online" is no more threatening than making a voice telephone call. Usage falls into a pattern of purposeful use and becomes "transparent."

4. Enlightened Expectations

The fourth stage, "enlightened expectations," begins after people internalize the online experience and become regular, even casual users. There is a growing acceptance that the Internet has even greater potential benefits. At this stage excitement begins to generate as the real potential of Internet use begins to percolate deep down in the person's consciousness and serious questions as to what else might be possible begin to arise.

At this stage people begin to make an internal commitment to pursue their full potential for new uses of the Internet. This may be a year or

more after initially going online. Willingness to serve as an online resource person, to tutor others online, or even to teach others online, are indications one has arrived at this "enlightened" stage. Imagining new original uses begins to occur.

Youth today are the key change agents and technology leaders

Computers and Internet appear to be significantly more motivating to youth than for adults. While most adults will tend to resist learning new things about computers and Internet, the opposite appears to be true with youth. While adults are often intimidated and feel stupid when frustrated with computers, youth tend to love to have the control to explore and learn new things. Adults need to relearn how "**playing to learn**" is as important as it is fun.

With most leadership positions held by adults, many of whom actively resist learning to use computers and Internet, early adopters, both young and old, are faced in considerable challenges when they attempt to "lend their wings to others." This type of tension will be part of any community network initiative.

Common Sense and the Process of Innovation Diffusion Retaining the best of the old and the new.

Traditional education has been historically slow to change, as have rural communities. In the past, many have taken pride in their dedication to traditional ways of doing things, but today, this attitude can bear an unwelcome heavy price. It's a fact, that with technology changing with accelerating speed, our society is changing faster all the time as a direct result.

Learning new things is now a necessary survival skill. Using Internet, self-directed learners have obtained a level of self-control and self-motivation that allows them to move forward, where others fear to tread. At issue in our communities, faced with accelerating change, is how can we best teach Self-Directed-Learning (SDL) as an increasingly essential skill, and how can we best model it in our own lives?

Internet and SDL hold the potential to deliver the best instruction, in content and context, to the most people possible, at the least cost. However, if those at the other end lack the intrinsic motivation to utilize such resources for their own benefit, or for the benefit of their families or cultures, then what can be done? Various forms of mentorship, and role models, will likely be needed to provide the motivation required when it is lacking.

Family-based mastery learning makes sense as we can't afford to leave anyone behind.

A lecture on the benefits of email is not as effective as receiving a first email response from a message sent to a family member. A lecture on Internet search engines is not as effective as a first successful search and printed resource, particularly concerning specific helpful information regarding family health or genealogy.

A constructivist approach in creating self-discovery opportunities that increase self-motivation, which in turn leads to becoming a self-directed learner, led by one's own natural interests and curiosity, is today considered superior teaching.

Below are a selection of innovation-related readings taken from

Rural Community Internet Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

- **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
Includes a link to a grant template for community action.
- **New Online Course "Rural Ecommerce and Telework Strategies"**
<http://lone-eagles.com/ecommerce-registration.htm>
- **Making the Missing Connections... A Wake-up Call Regarding True Community Internet Empowerment**
<http://lone-eagles.com/wake-up-call.htm>
A realistic view of issues to be considered when considering implementation of community Internet projects.
- **An Executive Overview for Project Planners on the Hard Questions for Community Internet Empowerment**
<http://lone-eagles.com/overview.htm>
A hard look at what's not obvious for planning a successful community project.
- **The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development**
<http://lone-eagles.com/goldrush.htm>
Part II: <http://lone-eagles.com/mining.htm>
Mining raw human potential with free web tools. Are you ready?
- **The Future of Community Development - Make the Living You Want Living Wherever You Want**
<http://lone-eagles.com/comdev.htm>
Published September 2001 in "Future Courses" by Technopress

Grantwriting Tips

Writing grant proposals to get money to make your project happen is becoming more and more common. Here are tips and resources for writing your first grant!

1. **Find out which foundations have given grants in your region** similar to your planned proposal! Talk to those who got funded and ask for advice and ideally copies of their successful grants.
2. **Read the current guidelines** for those foundations on what they will fund and when the grants are due. If a foundation says they won't fund equipment, don't ask them for equipment (unless it's a necessary component of the part of the grant they said they'd fund!) For example: A programmatic grant could ask for \$50,000 in support equipment, but would not be considered if they called themselves a technology project. Semantics do matter a great deal!

If they say they'll fund up to \$15,000, don't ask them for \$50,000. Foundations often shift their focus, and timing can be very important. Watch for timing-sensitive opportunities. Do your homework! Grant reviewers appreciate those who paid attention to their RFP's (Requests for Proposals.) Too few do!

3. **Collect sample successful grants** to use as boilerplate models. Many foundations will send you, on request, proposals from past funded projects, or at least will give you the addresses of past grant recipients, so you can ask them directly for copies of successful proposals. The more good proposals you read, the more you'll understand how clear writing and following guidelines leads to funding.
4. **Use the same terms in your proposal** that the foundation used to describe what they want to fund. Buzz phrases push important buttons. If they tell you what to tell them: listen, and be convincing as to how your project dovetails with their posted guidelines. If an RFP says they don't fund technology grants, don't use the word technology. Find other words to express your project, ideally taken directly from the RFP guidelines.
5. **Get to know individuals** who have worked with the foundations to which you're applying. Talk to foundation personnel as much as is politely possible. Typically, little suggestions, and hints, you'll pick up, even from a phone conversation, will make major differences in the final form and focus of your proposal. The more personal contacts you make, the better for you. Foundations appreciate those who take the time to gather all the facts, and they

might even recognize your name when your proposal comes up for review. Pay careful attention on what to emphasize and what to tone down.

6. **Less is More!** Reviewing stacks of proposals is a difficult job. Grant reviewers quickly learn to scan text, particularly proposal abstracts, in an attempt to get a quick overview of exactly what you expect to do, with whom, when, how, and toward what measurable outcome. If you are short and to the point, and you've answered the key questions, your grant will be viewed as comprehensible and fundable. If you bog down the reviewer with too much ambling detail they'll have a hard time understanding your proposal and it is likely to end up in the "NO" pile. **Good proposals are easy to understand.**
7. **A catchy name**, like "Reach for the Sky" which is also descriptive of the project, can make a big difference. First impressions and a memorable theme and name are important! Remember they will want to promote your project proudly as one of **their** great projects.
8. **Good writing should be easy to read**, understand, and should present your ideas in an exciting, yet specific manner. The abstract of your proposal is the single most important paragraph of your proposal. You should know exactly what you're planning to do with their money, and express it in elegant simplicity. If the grant reviewer has a good idea of the direction of your proposal from reading the abstract, it creates an important first impression that you do indeed know what you want accomplish, with whom, at what cost, and specifically how.

In reading an exciting, well-written proposal, one idea follows naturally to the next. One disjointed or boring sentence can kill the mounting enthusiasm of a tired grant reader. Maintain a tempo of easy to understand sentences that build on one another in a crescendo fashion.

9. **Show in your proposal that you're aware** of who has done similar projects, and that you've partnered with appropriate entities to assure your project will have enough support to make it through to completion. Big Sky Telegraph, BST, (my former 10-year project) has helped many people get grants because it was widely known we'd been around long enough that most funders assume we won't disappear overnight. Affiliating with BST gave the impression that the grantees will have technical telecommunications support to assure their grant's success.

10. **Sustainability is a big issue.** Too many grant projects disappear after the funding is gone. How can you assure ongoing benefits once the funding runs out is one of the biggest questions in the mind of the grant reviewer.
11. **Measurable outcomes.** Once the grant is over, exactly what was produced, how will it be disseminated and exactly how many people will have benefited? How do you intend to measure tangible outcomes to prove the projected benefit actually occurred?
12. In the passion of writing a grant **it is easy to get too ambitious.** A major red flag for grant reviewers is the indication you've planned to accomplish more than your budget makes realistically attainable. It is better to limit your proposal to less, more assuredly attainable goals, than to promise more than you can deliver. Most projects find they badly underestimated funding for staff and particularly technology support. Be realistic and conservative.
13. **Tie yourself to a major regional, or national, issue** and position your proposal as a model to be replicated once you've proved your idea works. Make it clear you're not just benefiting ten people in Two-Dot, Montana, but that you're solving a problem shared by all rural schools and are creating a replicable national model. A specific strategy for broadly sharing your solution should be specifically part of your proposal plan.
14. **Choose your partners wisely.** The more partners you have to deal with, the harder it is to keep everyone happy, particularly where control of large sums of money is the issue. If you plan to be working with your grant partners for years, you'd better be sure you know who you can trust and work with. Many projects end up with internal in-fighting that takes the fun out of getting funded. Money changes friendships. Tread cautiously.

Consider whom you may have to work with if you get funded and whether you should include them for a share of the funding to avoid future resistance to your project. Grant reviewers look closely to see who is flying solo, and who works well with the other girls and boys. The better partners you have, the safer their money is when invested in your project.

15. **Even if your first grant-writing effort doesn't get funded,** the planning and writing process still allows you to resubmit your idea elsewhere. Often project partners get so committed to a good idea, even if funding isn't won, that the means for moving forward on a project can still be a possibility. Boilerplate paragraphs from old grants are typically recycled. Seasoned grantwriters are skilled

recyclers, reusing paragraphs from successful grants.

16. **Make it fun!** If you get funded, you'd better enjoy working hard to make your dream happen. Be careful what you ask for, because you just might get it! Once a grant ends, what will you have built for the future? Will you be right back where you started having to write another grant? Plan accordingly.
17. **Many web sites exist to support grant-writers**, even specifically educational technology grant-writers. Knowing this, find them and use them! Search the Web for "educational technology grants" and/or "grant-writing." Below are a sampling of the best grant-writing and funding sources web sites.
18. **Evaluations are the means by which you prove your success** at the end of the grant period and are often the key to winning your next grant. Be tangible and realistic in what you set out to achieve, and in how you'll know whether you've achieved it after the money is spent.
19. **While it is considered to be inappropriate to submit the same grant to multiple funders** at the same time, one option is to change the grant slightly so multiple funded grants would actually dovetail together instead of creating duplication.

Grantwriting and Funding Sources

- **GrantGetter's Guide to the Internet**
<http://web.calstatela.edu/academic/orsp/grantguide.html>
The best single source for a beginning grant writer.
- **A Short course on proposal writing**
<http://fdncenter.org/onlib/shortcourse/prop1.html>
Well worth your time to read this entire document.
- **The Foundation center**
<http://fdncenter.org>
Searchable database with most foundations listed.
- **Philanthropy Journal**
<http://philanthropy-journal.org>
A key resource for keeping current on trends in philanthropy.
- **Rural and Community Networking Funding Sources**
<http://www.aspeninstitute.org>
Great listings of funding sources for rural community networking.

- **Markle Foundation** <http://markle.org>
Watch for community development grants programs.
- **Morino Institute** <http://morino.org>
Information on venture philanthropy.
- **Office of Vocational and Adult Education**
<http://www.ed.gov/offices/OVAE>
45 Million in Funding for Community Technology Centers
- **Federal Technology Opportunities Program (TOPS Program)**
<http://www.ntia.doc.gov>
Funding for Community Technology Projects \$12 million this year.
- **Educational Technology Grants and Grant Writing**
<http://www.netc.org/grants/index.html>
- **Grantsmanship Center**
<http://www.tgci.com> The world's leader in grantsmanship training.
Includes federal register announcements
- **Grants and Funding for K12 Educational Technology**
<http://www.lwc.edu/administrative/library/Edtech.htm>
- **The U.S. Department of Education Grant Site**
<http://gcs.ed.gov>
Note that the "Federal Register" is the master listing for all new Federal funding opportunities.
- **The National Science Foundation Grant Site**
<http://www.nsf.gov/home/grants.htm>
Recent funding trends include 'collaborative' community emphasis.
- **Kathy Schrock's Grant Listing**
<http://school.discovery.com/schrockguide/business/grants.html>
- **Univ. of Tennessee Educational Technology Grant Sources**
<http://www.utc.edu/Teaching-Resource-Center/grants.html>
- **Grant Sources for K-12 Schools**
<http://www.schoolgrants.org>
A treasure of a site, offering a Bring Home the Bacon Listserv.
- **An Online Lesson on Grantwriting**
<http://lone-eagles.com/asdn18.htm> Includes grant templates.
From an online course by Lone Eagle Consulting.

Train the Trainers Resources – Everyone a Teacher

Use of This Guide for Trainers, and for Fund-raising

This guide is specifically intended to be used as a customizable resource for citizens helping citizens to understand their own full potential using Internet tools and resources. You're invited to customize any part of this guide, and the matching web pages, to make them more relevant for your local community and culture. The entire 141 page word-processing downloadable WORD '97 formatted file is listed at the top of the online table of contents at: <http://lone-eagles.com/guide.htm> **A Native American version is also available.**

For-profit redistribution must be by written permission only. However, this is specifically encouraged as a fund-raising opportunity for non-profits, schools and community projects! For example, this guide could be sold at the Taos Pueblo as the **"Taos Pueblo Self-Directed Learner's Guide!"**

Hosting an Ideal Community Workshop

The type of workshop that would generate the greatest general interest in any community would demonstrate how anyone can use a digital camera to take their own pictures for their own web page using the Sony Mavica, <http://www.sony.com>, which saves images to floppy disks or mini-CDs. Each workshop participant would enjoy the hands-on experience of taking their own pictures and leaves with a disk of images and perhaps also their first web page incorporating these images!

Beginning with demonstrating various ways of digital storytelling, and demonstrating how easy it is for anyone to create their own web page is a good way to begin. A digital art tablet should be demonstrated to show how anyone can easily create amazing digital art using the computer's ability for special effects, regardless of one's art talent or training. Wacom ArtzII art tablet from <http://www.wacom.com> and Painter 5 software from <http://www.metacreations.com>.

A \$99 MIDI musical keyboard (Yamaha PSR 140 from <http://musiciansfriend.com> would demonstrate the amazingly affordable musical capabilities now available and how music can be added to web pages, and/or self-published through the Internet, even for beginners.

Leading with Digital Art, Music, and Photography to Promote Gender Equity and Broadest Interest

Digital art and music applications are likely to attract a broader segment of their communities than would be attracted to computers and Internet alone. This will increase gender equity and emphasize the full spectrum of individual and cultural self-expression options.

Digital art skills are now at the top of the list of employability skills. Digital music skills relate directly to multimedia use of audio in multiple formats, including Internet streaming audio and video. Via Internet, youth can now host their own radio stations and/or video broadcasts. Aside from these obvious and necessary technical benefits, digital art and musical applications are inherently motivating and represent the best of Internet for humanistic expression!

Workshop Presentation Tools and Resources

Presentation software, such as Microsoft's PowerPoint, allows for attractive display of multimedia pages and speaking points.

PowerPoint Tutorial <http://www.actden.com/pp>

An offline browser such as Webwhacker, <http://bluesquirrel.com> allows for convenient display of web pages and web sites. This is a tool designed to reduce the user's dependency on an Internet connection. Webwhacker downloads ("Whacks") single Web pages, groups of pages, or entire Web sites, including text (HTML) and images, and stores them on the local desktop. You're able to browse these pages offline with instant display capability, ideal for presentations without worrying about the "World Wide Wait." It is easy to learn and use, too!

The Sony Mavica digital cameras can create mini-movies saved automatically on a floppy or a mini-CD with a web page (<http://www.sony.com>) and the software that comes with the camera has a slideshow feature as a digital storytelling tool.

A Youth-based Community Internet Workshop Model

Background

Today's communities, and their diverse cultures, are faced with the urgent challenge to adopt Internet use for cultural and economic survival. Youth are the key change agents and technology leaders in all cultures and communities. Youth literally embody the future of their cultures and communities.

The missing component of most digital divide "solutions" is bottom-up validation by members of their respective communities, and cultural groups, as to the "real benefits for real people" from their own people. Digital divide populations need a process by which they assess and disseminate the best resources, training materials, tools, and practices, themselves.

It is now possible for those populations at the lowest levels of Internet literacy to leapfrog ahead by receiving, on an ongoing basis, the best, free online tools, self-directed learning resources, and practices, for collaboration, teaching others, storytelling, cultural expression, and Ecommerce.

This workshop model will demonstrate how youth mentoring skills, online and face-to-face, can become an immediate community resource, and can evolve into a genuine vocational opportunity, allowing youth to work locally to build a future for their communities and cultural groups.

Youth will host multimedia presentations for their communities and cultural groups showing those Internet applications which produce "Universal Social Benefits" to allow their people to protect and empower one another.

Examples of how local individuals are helping each other, and supporting their families, communities, and cultures, will be celebrated and made accessible via Web Tours which youth will maintain as 'living' documentation of Internet applications for self-empowerment and mutual support.

Youth from multiple cultures and communities will share the goal of simultaneously creating global resources for youth in the 15,000 cultures worldwide which will be receiving Internet access within the next 10-20 years in a world where today less than half the world's population has made a first phone call.

Digital Storytelling to Raise Awareness

A youth-based "train-the-trainers" program would kick-off with a one-day workshop demonstrating how local youth can integrate public web-based storytelling with community Internet training while raising awareness of successful, replicable, home-based E-business models by showcasing local examples, along with their own skills for creating additional successes.

Youth would partner with local elders to create multimedia presentations including original digital photos and web pages representing local needs, and web-based applications aimed at meeting those needs. Where possible, digital art, music, and photographic applications will be highlighted as these are the most motivational applications for the most people.

The goal will be to generate community awareness, excitement, and the motivation to innovate locally using newly available tools and capabilities. These community multimedia presentations could be shared with other community teams via Internet as files, or as "live" webcasts. Digital Storytelling
<http://www.storycenter.org/storyplace.html>

Citizen Engagement, Training, and Community Publishing

Local youth teams would establish basic community web sites and maintain hot-lists of the best training resources, and local E-business successes. Included would be a community talent database as a topical listing of those with local expertise who have expressed a willingness to mentor others online, and/or offline.

A simple, replicable "community talent database" model is available at "Ask A+" <http://www.vrd.org/locator/alphalist.shtml> Following this model, youth would assist citizens to develop their first personal resource web sites, to include digital photos, to allow them to share their knowledge and willingness to mentor others on specific topics.

About.com, <http://about.com>, is a commercial model where human mentors are available free along with their topical resource collections!

A social recognition program for celebrating achievement of those successive empowering skill milestones that allow local people to empower themselves, and others, will be created with emphasis on active mentoring relationships.

Summative listings of the best sites for community education, including family, parenting, and kids resources, will be made conveniently available on the community web site with the explicit invitation to link to citizen's personal or topical web sites.

Youth teams would be provided with a robust "starter-set" of customizable community training materials, (as represented by this guide and the associated hyperlinks to additional resources,) resource web pages, grant templates, a community network plan, and related planning resources.

Social recognition for those who contribute their time, knowledge, and skills for the good of the community could be a key means of documenting the level of success of this project; measured by the number of people involved in sharing a measured number of specific skills, with an emphasis on viewable web-based results and resources.

Minimal Equipment Needs to be provided by local Sponsors

Loan of 1 laptop, multimedia projector, Sony Mavica Digital Camera, and appropriate software (roughly \$800) in return for which youth-led teams will host a recommended minimum of six two-hour community presentations, over a six-month period. Presentations would be conducted in as many different community gathering places as possible, raising awareness and demonstrating the potential for local youth to serve as community trainers helping others replicate successful web uses and businesses.

An ideal model would be for a bank, or local business, to sponsor loan of the equipment to be used by a minimum of three youth teams:

***One team** to learn and demonstrate digital photography and video technologies, (Use of digital cameras, digital video cameras, and Adobe Photoshop)

***A second team** to learn and demonstrate use of digital art tablets and web-based audio and musical applications, (Painter 5, MP3, MIDI applications)

***And a third team** to demonstrate presentation software incorporating the above multimedia technologies, such as PowerPoint (presentation software,) WebWhacker (offline browsers for web presentations,) and ClarisWorks (or similar web authoring software.)

The Key Objectives of this program are to:

- **Demonstrate how youth can help their communities** learn to benefit through creating their own "learning communities" to keep pace with their opportunities, and challenges, related to accelerating change.
- **Demonstrate how to retain youth as a community resource** by identifying culturally supportive Ecommerce opportunities
- **Identify and disseminate examples of both benefits, and risks**, of Internet use, and Internet Ecommerce, for communities and cultures.
- **Create a showcase of web-based examples** of individual, familial, cultural, and community empowerment and expression successes, supported by self-directed instructional materials and a youth-driven, mentorship service, offered in both a culture-specific format, and a cross-cultural format.
- **Provide a model of global citizenship** within the context of preserving communities and cultural identity.
- **Customize the provided online self-directed curriculum** for cultural expression and empowerment for their cultural group with local web sites.
- **Demonstrate the effectiveness of cross-cultural youth-to-youth teaching** of Internet collaborative skills, as well as within the same culture.
- **Create a showcase website of Ecommerce successes**, supported by self-directed instructional materials and a youth-driven mentorship service.
- **Create original online Ecommerce curriculum** to support dissemination of Ecommerce concepts, models, and skills appropriate to their communities.

*** For the full text see Culture Club** <http://lone-eagles.com/cultureclub.htm>

Internet Training Resources

- **Unganisha Internet Training Resource Directories and Courses**
<http://www.bellanet.org/itrain/links.cfm>
A large international clearinghouse. An incredible place to start!
- **World Links for Development Program (WorLD) Internet Training Materials**
<http://www.worldbank.org/worldlinks/english/training/world/index.html>
Another outstanding international clearinghouse for Internet training.
- **Basic Internet Tutorials** <http://library.albany.edu/internet>
Basic Internet tutorials from the Univ. of Albany
- **PBS Guide to Understanding and Using the Internet.**
<http://www.pbs.org/uti/begin.html>
A well organized beginner's guide to the Internet.
- **Learn The Net**
<http://learnthenet.com>
A broad range of self-teaching Internet tutorials in five languages.
- **American Library Association Basic Internet Skills Courses**
<http://www.ala.org/ICONN/onlineco.html>
ICONNect offers a variety of free online courses designed for different levels of ability in using the Internet.
- **ATT Learning Network Internet Training Resources**
<http://www.att.com/learningnetwork/teachers>
- **Pitsco Technology Education Web Site**
<http://www.pitsco.com>
Providing help with the latest products in technology education.
Includes a helpful list of plug-in's (helper applications) at
<http://www.pbs.org/uti/helperapps.html>
- **Teaching Teleapprenticeship Project**
<http://www.ed.uiuc.edu/TTA>
The Teaching Teleapprenticeship Project, from the U. of Illinois, is developing and evaluating innovative teacher education models.
- **Glossary of Internet Terms**
<http://www.matisse.net/files/glossary.html>
Here's a comprehensive list of the Internet Literacy Consultant's best Internet terms. Learn the lingo.

- **Polaris Tutorials**
<http://www.provide.net/~bfield/polaris/index.html>
A good collection of beginning Internet tutorials.
- **TECFA - University of Geneva "Training Technologies and Learning Resources"** <http://tecfa.unige.ch/>
French and English. Great resources.
- **Ziff-Davis Publishing Tutorials** <http://www.learnitonline.com>
45 classes, 39 tutorials for a flat fee of \$7.95/month
- **US West's Colorado Teacher Training Tutorials**
<http://www.uncwow.org>
Very neat and to the point tutorials!
- **SNOW: Special Needs Opportunity Windows**
<http://snow.utoronto.ca/courses.html>
Adaptive Technology, Learning Styles, and Classroom Management Skills online courses.
- **Online Innovations Institute** <http://oii.org>
The Online Innovations Institute (OII) is a collaborative project between Internet using educators, proponents of systemic reform, content area experts, and teachers desiring professional growth. Includes the four directions of lifelong learning.
- **Computer-Mediated-Communications Information Resources for Educators** <http://www.december.com/cmc/info/index.html>
The purpose of this site is to collect, organize, and present information describing the Internet and computer-mediated communication technologies, applications, culture, discussion forums, and bibliographies.
- **Web Teacher** <http://www.webteacher.org>
A quality collection of beginning to advanced Internet tutorials association with the national Tech Corps initiative.
- **Learning Resource Center** <http://lrs.ed.uiuc.edu/lrs>
Welcome to the Univ. of Illinois' Learning Resource Server (LRS). Online Colleges courses available.

For more training sources see the listing at the end of the Mentoring Resources on page 63, or online at <http://lone-eagles.com/mentor.htm>

K-100 Essential Resources

No longer will a K-12 education be all the education we'll need.
K-Grey - lifelong learning - will now be part of all our lives.
Consider all references to K-12 education to be K-100.

Getting the Big Picture

- **Teachers' Guide to International Collaboration on the Internet**
<http://www.ed.gov/Technology/guide/international/index.html>
From the U.S. Dept. of Ed., on the importance of International education.
- **E-Learning: Putting a World-Class Education at the Fingertips of All Children** <http://www.ed.gov/Technology>
A report from U.S. Department of Education
- **The Power of the Internet for Learning: Moving from Promise to Practice** <http://interact.hpcnet.org/webcon\mission/index.htm>

Professional Development Strategies

- **Managing Educational Change: The Concerns-based Adoption Model (CBAM) in Reform** <http://www.learner.org/theguide/Cbam.html>
- **The "Stages of Concern" From The Concerns-Based Adoption Model (CBAM)** <http://www.isdc.org/CBAM.html>
- **A Model Online Survey**
<http://www.smolka.net/duncanville/snapshot.html>
- **Teacher Professional Development**
<http://nationalacademies.org/rise/backg4.htm>
- **Teachers' Internet Use Guide**
<http://www.rmcdenver.com/useguide>
- **National Teacher Technology Core training materials**
www.webteacher.org

- **MCI Worldcom's Marco Polo Teacher Training Program**
www.wcom.com/marcopolo Excellent.
- **PBS teacher training includes hands-on lessons, and offers professional development credits.**
<http://2kbb2.pbs.org/tk/about.cfm>
- **New free online courses for planners from the National School Boards Association**
<http://www.nsba.org/itte/onlinecourses.html>

School Technology Planning Guidelines

- **National Center for School Technology Planning**
<http://www.nctp.com>
Visit this site for outstanding resources for developing a technology plan for your institution!
- **New Times Demand New Ways of Learning**
<http://www.nsba.org/itte>
The Institute for the Transfer of Technology to Education (ITTE) is a program of the National School Boards Association designed to help advance the wise use of technology in public education. Here's an example of their work.
- **California Instructional Technology Clearinghouse**
<http://clearinghouse.k12.ca.us>
Good resources for school technology planning!
- **Educators' Web for Information Technology**
<http://www.edc.org/EWIT>
From EDC, this is a robust resource!
- **Technology Planning for Library and Internet Toolkit**
<http://www.ala.org/alaorg/oif/internettoolkit.html>
Very comprehensive resources, from the thorough people at the American Library Association!
- **McREL Resources "Impact of Technology on Learning"**
<http://www.mcrel.org/products/tech/technology/impact2.asp>
- **California Department of Education**
<http://goldmine.cde.ca.gov>
California Department of Education (CDE), Goldmine is part of the National School Network Testbed Project for Bolt, Baranak and Newman, Inc.

- **Northcentral Regional Technology Laboratory**
<http://www.ncrel.org>
Good resources from the folks at NCREL!
- **International Society for Technology in Education**
<http://www.iste.org>
A lead organization for many years and host of the TELED annual conference. Many publications available. Look for their Learning and Leading Magazine!
- **Queens-Bell Instructional Technology Update:**
<http://bellproject.educ.queensu.ca/main.html>
Your Monthly Guide to the BEST Recent Developments in Instructional Technology (Canadian)

Media and Visual Literacy

- **Center for Media Literacy**
<http://www.medialit.org>
- **The Media Awareness Network**
<http://www.media-awareness.ca/eng>
The Media Awareness Network offers practical support for media education in the home, school and community.
- **Technology Learning Magazine**
<http://www.techlearning.com>
A good resource for staying current on educational technology!
- **New Mexico Media Literacy Project**
<http://www.nmmlp.org>
An interesting project with good resources to share.
- **National Alliance for Media Arts and Culture**
<http://namac.org>
- **Media Builder**
<http://www.mediabuilder.com>
Many tutorials on the various multimedia mediums and lots of great resources!

Acceptable Use Policies (AUPs)

- **Amardillo's AUP and other great listings**
<http://www.rice.edu/armadillo/acceptable.html> **Excellent!**

- **Technology Planning for Library and Internet Toolkit**
<http://www.ala.org/alaorg/oif/internettoolkit.html>
American Library Association safety resources and AUPS
- **West Virginia's Acceptable Use Policies**
<http://www.k12.wv.us/pjhotlist.html>
Good listing of AUP's and obscenity filter software.

Copyright Guidelines

- **Stanford University Copyright Fair Use Site**
<http://fairuse.stanford.edu>
Current quality information on fair use for education!
- **U.S. Copyright Office**
<http://lcweb.loc.gov/copyright>
Visit the Copyright Office to learn how "To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."
- **The Copyright Web site**
<http://www.benedict.com>
This site endeavors to provide real world, practical and relevant copyright information of interest. This site seeks to encourage discourse and invite solutions to the myriad of copyright tangles that currently permeate the Web.
- **Copyrightwebsite.com**
<http://www.copyrightwebsite.com/info/fairUse/fairUse.asp>
- **The FindLaw Copyright Site**
<http://www.findlaw.com>
A good site for law-related information of all types; searchable.
- **Plagiarism.org**
<http://plagiarism.org> Will search all cheating web sites for all lines in your student's paper, returning specifics on text that was plagiarized. Amazing service from Berkley Supercomputer Center! Announcing their new site <http://turnitin.com>
- **Fighting back against online plagiarism**
http://www.edu-cyberpg.com/Teachers/Home_Teachers.html

K-100 Topical Web Tours

All Web Tours Listed at <http://lone-eagles.com/webtours.htm>

Math Web Tour

- **SAMI Math Links** <http://sami.lanl.gov>
Perhaps the most comprehensive listing of math resources on the Internet!
- **Eisenhower Clearinghouse for Math and Science** <http://www.enc.org/>
An extensive database of quality math and science resources. Must see!
- **Cornell Math/Science Gateway**
<http://www.tc.cornell.edu/Services/Edu/MathSciGateway>
- **Mega Mathematics** <http://www.c3.lanl.gov/mega-math/>
Los Alamos National Labs Middle school math.
- **Geometry Center** <http://www.geom.umn.edu>
Interactive Geometry
- **Geometry Math Forum** <http://mathforum.org>
Perhaps the best geometry site on the web!
- **Ask Dr. Math** <http://mathforum.org/dr.math>
Students can ask questions and get help!
- **Math Resources on the Web**
<http://www.math.ufl.edu/math/math-web.html>
Many great links!
- **Sprott's Fractal Gallery** <http://sprott.physics.wisc.edu/fractals.htm>
Beautiful graphics while learning physics and chaos theory
- **Annenberg/CPB Guide to Math and Science Resources**
<http://www.learner.org/theguide/theguide.html>
- **Calculators Online Center**
<http://www-sci.lib.uci.edu/HSG/RefCalculators.html>
- **Math Teachers Link "NetMath"**
<http://cm.math.uiuc.edu>
- **Explorer Database for Math and Science**
<http://unite.ukans.edu>

Science Web Tour

- **SAMI Math and Science Links** <http://sami.lanl.gov>
Perhaps the most comprehensive listing of science and math resources on the Internet!
- **Eisenhower Clearinghouse for Math and Science** <http://www.enc.org/>
An extensive database of quality math and science resources. Must see!
- **Cornell Math/Science Gateway**
<http://www.tc.cornell.edu/Services/Edu/MathSciGateway>
- **Annenberg/CPB Guide to Math and Science Resources**
<http://www.learner.org/theguide/theguide.html>
Includes a guide to many projects and resources
- **NASA K-12 Internet Initiative** <http://quest.arc.nasa.gov>
Wonderful Space resources
- **National Science Foundation K12 Resources**
<http://www.nsf.gov/home/menus/k12.htm>
- **The Virtual Human**
<http://vhgallery.gsm.com>
3D multimedia rendering of actual human anatomy. Wow!
- **Nine Planets Tour** <http://seds.lpl.arizona.edu/billa/tnp/>
An exceptional site on the planets!
- **Hands-On Science Centers Worldwide**
<http://www.cs.cmu.edu/~mwm/sci.html>
- **Franklin Institute Science Museum** <http://www.fi.edu>
Always new K12 activities popping up here!
- **Science Learning Network**
<http://www.sln.org>
- **The Environmental Education Network**
<http://envirolink.org/enviroed>
- **K-12 Science**
<http://www.scicentral.com/K-12>
- **The Science Page**
<http://www.techplus.com/scipage>

English Web Tour

- **For Journalism Teachers** <http://www.jteacher.com>
This site offers Journalism and Yearbook teachers many resources.
- **Extensive Resources from Ray Saitz**
<http://www.cgocable.net/~rayser/lessons3.htm>
For high school or middle school English.
- **CyberEnglish** <http://www.tnellen.com/cybereng> Extensive.
- **Extensive Resources from Edmund J. Sass**
<http://www.cloudnet.com/~edrbsass/edeng.htm>
This site contains links to lesson plans and resources for teaching literature, reading, spelling, writing, journalism, communication, debate, and drama. There is a particularly large collection of children's literature lesson plans, including many for specific children's books.
- **A Journal of K12 Practice and Research by the International Reading Association** <http://www.readingonline.org/>
- **Project Bartelby: Bartlett's Familiar Quotations and more!**
<http://www.bartleby.com/> Project Bartelby; authors listings and much more!
- **Children's Literature Web Guide** <http://www.ucalgary.ca/~dkbrown/index.html>
- **ERIC Clearinghouse on Reading, English, and Communication**
http://www.indiana.edu/~eric_rec/
- **A Word A Day** <http://wordsmith.org> A listserv offering daily vocabulary.
See also **Vocabulary.Com** <http://www.vocabulary.com>
- **Daily Grammar** <http://www.dailygrammar.com>
See also **Grammar Now** <http://www.grammarnow.com> Must See!
- **Words of Humankind** <http://www.landmark-project.com/>
- **Cyberguides** <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
- **2500 Online Texts** <http://www.nap.org>
- **Novel Guides** <http://sparknotes.com> <http://pinkmonkey.com>
<http://novelguide.com>
- **Links to Educational Resources—for teaching writing**
<http://www.writeenvironment.com/linksto.html>

Arts Web Tour

- **Heritage Online Arts Hotlist**
http://www.hol.edu/main/The_Arts.htm
Includes dance, music, and puppetry. Great listing!
- **The Getty Art Databases** <http://www.getty.edu>
The world's largest arts foundation has new art databases!
- **ArtsEdNet** <http://www.getty.edu/artsednet>
- **Getty Art Database**
<http://gettyone.com>
Extensive free and fee-based image archives.
- **ArtsEdge** <http://artsedge.kennedy-center.org>
A major arts resource from the Kennedy Center.
- **Art Galleries** <http://www.comlab.ox.ac.uk/archive/other/museums/galleries.html>
Museums around the world.
- **K-12 Resources for Music Educators**
<http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>
- **Drama, Storytelling, Reader's Theater for K12**
<http://falcon.jmu.edu/~ramseyil/drama.htm>
- **KinderArt (All Grades)** <http://www.bconnex.net/~jarea/lessons.htm>
- **Museums Index for World Wide Arts Resources**
<http://wwar.com>
950 arts museums worldwide.
- **Cornell University Art Resources:**
<http://www.tc.cornell.edu/Edu/ArtSocGateway>
- **The Puppetry Home Page**
<http://www.sagecraft.com/puppetry>
- **Sapphire Swan Dance Directory**
<http://www.SapphireSwan.com/dance>
Extensive Dance Resources!
- **Children's Music**
<http://www.childrensmusic.org>

Foreign Language Web Tour

Machine translations are not 100% accurate and depend upon the complexity of the text, number of idiomatic terms, and other factors. Knowing this, one can usually pull the basic meaning from translated text. A useful tool for learning languages.

- **Human Languages Page** <http://www.ilovelanguages.com>
Links to many, many language pages. Overall best site by a long shot!!!
- **Foreign Languages for Travelers**
<http://www.travlang.com/languages/index.html>
- **Virtual Tourist**
<http://www.virtualtourist.com>
- **K-12 Online Curriculum in Spanish** <http://lone-eagles.com/migrant.htm>
Includes a short tutorial on use of Altavista's language translation features!
- **Native Languages Page**
<http://www.nativeculture.com/lisamitten/natlang.html>
Native American Languages links.
- **Online dictionaries for many languages, including many Native languages!!**
<http://www.yourdictionary.com>

Language Translation Sites

- **Translate any web page to/from five languages with Altavista!**
<http://www.altavista.digital.com>
Conduct a topical search and click on the "translate" button to pick which language you prefer! A great tool for language instruction! Or go to <http://babelfish.altavista.digital.com> for direct access to translation features. Select the help button for a quick tutorial on translation!
- **Babylon** <http://www.babylon.com> 10 languages
- **Translation Experts Ltd.**
<http://www.tranexp.com>
Translation Products and Services
- **FreeTranslation.com** <http://www.freetranslation.com>
- **South African Languages**
<http://www.pinksoftware.com/trans>
- **Systran** <http://www.systranet.com> The Mother of all web translation applications.

Social Studies Web Tour

- **American Memory Project** <http://rs6.loc.gov/amhome.html>
American History resources and lessonplans
- **Thomas - Congressional Information** <http://thomas.loc.gov/home/thomas2.html>
Full text of latest federal legislation, bill summaries/status, and congressional records and more!
- **Fedworld**
<http://www.fedworld.gov>
The best single site for U.S. Govt. info!
- **FirstGov**
<http://www.firstgov.gov>
The newest Federal resources megasite.
- **Government Sites for Kids**
<http://www.codetalk.fed.us/planet/government.html>
A listing of the kid's resources sites created by many governmental agencies!
- **National Council for the Social Studies (NCSS)**
<http://socialstudies.org>
- **Congress.org** <http://congress.org>
Access current information about congresspersons.
- **Social Studies School Service**
<http://www.socialstudies.com>
- **Electronic Democracy WebTour**
<http://lone-eagles.com/democracy.htm>
Citizen Activism, telecommuting, and more.
- **Community Networking Clearinghouse**
<http://lone-eagles.com/community.html>
Diverse resources related to community networking.
- **The Civic Mind** <http://www.CivicMind.com>
Civics Education Resources
- **Virtual Tourist** <http://wings.buffalo.edu/world/>
Clickable map of cities around the world with extensive research information.
- **Landmark Project's Social Studies Resources**
<http://www.landmark-project.com/world.html>

Internet and Computer History Web Tour

- **Internet Society Historical Resources**
<http://www.isoc.org/internet/history>
- **History of Computers and the Information Age; from the Smithsonian** <http://www.si.edu/resource/faq/nmah/techhistory.htm>
Includes audio and video interviews from key personalities, plus a slide show of the Information age! See also the Smithsonian Encyclopedia
<http://www.si.edu/resource/faq>
- **CyberStats** <http://cyberatlas.internet.com>
Collection of statistics about the Internet
- **History of the Internet** <http://www.pbs.org/internet/history/>
From the PBS series "Life on the Internet."
- **"Hobbes Internet Timeline"**
<http://info.isoc.org/guest/zakon/Internet/History/HIT.html>
A Must-see list of Internet historical dates and events
- **"The Roads and Crossroads of Internet's History"**
<http://www.internetvalley.com/intval.html>
- **Triumph of the Nerds** <http://www.pbs.org/nerds/>
Personalities behind the computer/Internet revolution

K-100 BEST Curriculum Resources

These sites are some of the best general K-100 resources sites that list most of the rest of the top sites! These are in addition to those listed in the General Education Resources Webtour <http://lone-eagles.com/webtours.htm>

- **AT&T Learning Network**
<http://www.att.com/learningnetwork>
Building on a legacy of more than \$500 million in support of education since 1984, the AT&T Learning Network represents the single largest commitment AT&T has made to education.
- **Iconnect K12 Resources**
<http://www.ala.org/ICONN/index.html>
American Library Associations extensive K12 resources; courses, lessons, and links to quality resources.
- **Sites for Teachers**
<http://www.sitesforteachers.com>
Links to the best megasites for educators.
- **Heritage Online Topical Links**
<http://www.hol.edu>
Extensive resources!
- **Curriculum Administrator's Magazine**
<http://www.educatorsportal.com>
Features an annual Best Educational Sites Awards Listing at <http://www.ca-magazine.net/features/hotspots2002.html>
- **Kathy Schrock's Guide for Educators**
<http://discoveryschool.com/schrockguide>
One women's AMAZING contribution to education!! A++
- **Internet Public Library**
<http://www.ipl.org/ref>
- **Iconnect Topical Favorites**
<http://www.ala.org/ICONN/kcfavorites.html>
- **Blue Web'n**
<http://www.kn.pacbell.com/wired/bluewebn>
Incredibly good and extensive listings! Browse by category at: <http://www.kn.pacbell.com/wired/bluewebn/categories.html>

- **Busy Teachers' WebSite**
<http://www.ceismc.gatech.edu/busyt>
- **Education World**
<http://www.education-world.com>
"Where Educators go to learn." Includes search engine and topical listings.
- **Teacher Quest**
<http://www.useekufind.com/teacheri.htm>
Educational search engine.
- **Cisco's Virtual Schoolhouse**
<http://www.ibiblio.org/cisco/schoolhouse>
- **Classroom Connect's Resources**
<http://www.classroom.com>
- **Blue Web'n Categories**
<http://www.kn.pacbell.com/wired/bluewebn/categories.html>
- **Successmaker K8 Curriculum**
<http://www.successmaker.com>
- **Houghton-Mifflin Education Place**
<http://www.eduplace.com>
- **McGraw-Hill School Division Resource Village**
<http://www.mmhschool.com>
- **Pierian Spring Web Site**
<http://www.netschools.com>
- **School.Net**
<http://www.school.net>
- **Curriculum Web**
<http://www.curriculumweb.org>
- **The Library in the Sky for Teachers**
<http://www.nwrel.org/sky/teacher.html>
- **PBS Teachersource**
<http://www.pbs.org/teachersource>
Lots of lesson plans, particularly good preschool resources!

- **Scholastic**
<http://scholastic.com>
No longer requires paid subscriptions. Great Resources!
- **Apple Learning Interchange NEW!**
<http://ali.apple.com>
Lessonplans, 10,000 teachers, searchable! See also
<http://www.apple.com/education>
- **Classroom Corporate Connection**
<http://www.thechalkboard.com>
Great resources, many links to corporate connections and grantwriting.
- **The Explorer Database for Math and Science**
<http://unite.ukans.edu>
Use Explorer to browse for ideas on coursework for the classroom!
- **Classroom Connect Magazine**
<http://www.classroom.net>
Welcome to Classroom Connect's home on the Internet.
- **JDL's K12 WORLD!**
<http://www.k-12world.com>
Visit K-12 WORLD's Cyber Subjects, Virtual Library and more to find the cutting edge of technology in K-12.
- **Discovery Channel School**
<http://school.discovery.com>
Lots of good resources; particularly teacher guides for using television programs with students
- **Pro-Teacher**
<http://www.proteacher.com>
- **British Broadcasting Corporation**
http://www.bbc.co.uk/plsql/education/webguide/pkg_main.p_home
3000 learning resources
- **US Dept. of Education**
<http://www.ed.gov>
<http://www.ed.gov/Technology>
<http://www.ed.gov/pubs/TeachersGuide>

School and Community Internet Collaboration Services

A major trend is for companies to offer schools and communities sophisticated collaborative tools and services at no cost. The Internet is now one big local area network (LAN).

- **Nschool**
<http://nschool.com>
Free web-based educational system for communication between parents, educators, students and administrators!
- **My School Online**
<http://myschoolonline.com>
Free web services for schools, sponsored by the Family Education Network.
- **K-12 Nation**
<http://k12nation.net>
Allowing educators, parents and students to communicate online.
- **Highwired.net**
<http://www.highwired.com>
Free web sites for schools, school newspapers, and more!
- **Bigchalk** <http://bigchalk.com>
Extensive community-building tools and resources.
- **Powerschool** <http://www.powerschool.com>
Web-based student information system for partners and educators.

State Curriculum Standards and Multi-state Standards

- **Multi-state Standards Database**
<http://achieve.org>
The best multi-state standards coordination effort out there.
- **State Standards** <http://www.edc.org/EWIT/resource.htm>
- **Alaska Standards for Culturally Responsive Schools**
Alaskan Cultural Curriculum
<http://www.ankn.uaf.edu> A significant collection, developed by the **Alaska Native Knowledge Network project**.
<http://www.ankn.uaf.edu/standards>

Lesson Plans Archives

These sites have easy-to-search databases; just enter topic, and grade level!
You must try them to believe it!

- **ICONNECT American Library Assoc. Resources**
<http://www.ala.org/ICONN/kidsconn.html>
Extremely complete resource listings. Kids can ask questions online from responsive librarians!
- **The Lesson Plans Page** <http://www.LessonPlansPage.com>
550 lessonplans
- **Eduhound Lessonplans**
http://www.eduhound.com/lessonplan_links.cfm
- **Gateway to Educational Materials (GEM) Lessonplan Database** <http://www.thegateway.org>
An OERI project; lessonplan database released Jan. 1998.
Expect this resource to grow and improve regularly.
- **New York Times Daily Lessonplans by a Dozen Topics!**
<http://www.nytimes.com/learning>
Must see to believe! Dozens of new lessonplans posted daily, linked to daily events.
- **Ask Eric** <http://ericir.syr.edu>
Here's education with a personal touch! Serious resource links with the option to ask specific questions of the AskEric folks!
- **AskERIC Lesson Plans (gopher or www)**
<http://ericir.syr.edu/Virtual/Lessons>
Extensive listings of lessonplans.
- **Discovery Channel School** <http://discoveryschool.com>
Lessonplans and much more.
- **Encarta Schoolhouse Lessons Collection**
<http://encarta.msn.com/schoolhouse/default.asp>
- **Education World Lesson Planning**
http://www.education-world.com/a_lesson
- **Education Resources Lessonplans and Activities**
<http://www.mcrel.org/resources/links/lesson.asp>

K-12 Online Courses

- **K12 Online Courses Directory**
<http://www.dlrn.org/k12/how.html>
You knew they had to exist somewhere, didn't you!!! More here than you'd believe.
- **AT&T's New Virtual Academy Directory of K12 Courses**
<http://www.att.com/learningnetwork/virtualacademy>
A good place to start your search for K12 online courses!
- **ICONNECT Courses**
<http://www.ala.org/ICONN/index.html>
High quality listings!
- **PASS Program; High School Diplomas Online**
<http://www.cyberhigh.fcoe.k12.ca.us>
- **HS Diplomas Online: Mindquest** <http://www.mindquest.org>
- **Cyberhigh, Edmonton, Alberta** <http://www.cyberhigh.org>
A peek into the future of K12 education. Courses available!
- **Headsprout** <http://www.headsprout.com>
Five free online lessons for elementary reading.
- **Contact North**
<http://www.cnorth.edu.on.ca>
Secondary School distance learning resources developed over the last ten years!
- **Virtual High School of the Concord Consortium**
<http://vhs.concord.org>
Math and Science emphasis.
- **Laurel Springs Online Learning Program**
<http://www.laurelsprings.com>
- **Cyberschool**
<http://www.cyberschool.k12.or.us>
- **Calvert School**
<http://www.calvertschool.org>
- **North Dakota Division of Independent Study**
<http://www.dis.dpi.state.nd.us>

5,800 students from 50 states and 35 countries have used their online courses!

- **Elearners.com**
<http://elearners.com/gna/courses.htm> Hundreds of courses!
- **University of Nebraska-Lincoln CLASS Project**
<http://www.class.com>
Claims to have the most online courses of anyone!
- **Brigham Young University Independent Study Program**
<http://coned.byu.edu/is>
With over 40,000 enrollments each year BYU Independent Study is a recognized leader in distance education. We offer approximately 350 university courses and 170 high school courses.
- **Blackboard.com**
<http://blackboard.com>
Create your own using free web tools or choose from rapidly growing listings of the work of others!
- **Esubjects** <http://esubjects.com>
- **Bigchalk** <http://bigchalk.com>
- **WebEd** <http://www.webed.com>
- **ChildU** <http://www.childu.com>
K-6 online curriculum and courses.
- **Concord Consortium**
<http://www.concord.org> Outstanding!
- **Iacademy.org**
<http://www.iacademy.org/index.html>
- **Telecampus** <http://telecampus.edu>
Here's their database with thousands of online courses listed by topic! <http://apsis.telecampus.edu/index.cgi>
- **World lecture Hall**
<http://www.utexas.edu/world/lecture>
Your guide to free online courses
- **For More - See the general course sources on page 86, online at**
<http://lone-eagles.com/self.htm> and on page 61, <http://lone-eagles.com/mentor.htm>

Home-schooling Resources

- **The High School Home-school Page**
<http://www.cis.upenn.edu/~brada/homeschooling.html>
- **Home's Cool Home-school and Family Site**
<http://www.homes-cool.com> Lots of resources.
- **Unschooling.com**
<http://www.unschooling.com>
- **Home Education Magazine**
<http://www.home-ed-magazine.com>
- **National Home Education Network**
<http://www.nhen.org>
- **Native American Home-school Association**
<http://expage.com/page/nahomeschool>
Saving Our Culture For Our Children Through Our Children.
- **Home-schooling Life** <http://www.life.ca/hs/index.html>
Great collection of resources.
- **Home-schooling Resources**
<http://www.useekufind.com/pschoolw.htm#pswhsqstn> Great!
- **IDEA – Interior Distance Education for Alaska**
<http://galenaalaska.org>
A Native Alaskan village is now the seventh largest school district in Alaska due to an innovative K-12 Internet correspondence program.
- **Caron Families Homeschooling** <http://www.mint.net/~caronfam>

Lone Eagle Consulting's Best Online Learning Resource Listings

- **Adult Literacy Web Tour** <http://lone-eagles.com/webtour7.htm> See page 29
- **Free Learning Web Tour** <http://lone-eagles.com/freebies.htm> See page 30
- **Online Courses** <http://lone-eagles.com/self.htm> See pages 86-90
- **K-12 Online Courses** <http://lone-eagles.com/courses.htm> See page 141
- **Internet Training Resources** <http://lone-eagles.com/training.htm> page 123