

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

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Internet connections for remote villages are used to create a business model to empower third world cultures with culturally appropriate Ecommerce.

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.

Review how indigenous and third world cultures may benefit from Ecommerce.

Culturally Appropriate Ecommerce Models and Initiatives

Native American E-Business Listings

<http://lone-eagles.com/na-business.htm>

Culturally Appropriate Ecommerce for Alaskan Natives and Native Americans

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

Peoplink

<http://www.peoplink.org/>

A business model attempting to empower third world cultures with culturally appropriate Ecommerce.

International Federation for Alternative Trade

<http://www.ifat.org/>

Multicultural and Global Development Organizations

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

Many resources related to indigenous and global issues. Review the last section on Global Development Organizations and Resources.

Other International Trade Resources

Youth World Trade Training

<http://www.wbe.net/>

Sponsored by the Reis Foundation. Select "Trade Resources" and follow all "Other Links" listings. See also <http://www.reisfoundation.org/> Youth entrepreneurship focus

International Training Center

<http://www.itcilo.it/>

Based in Italy, free training is available online.

Software for global trade systems

<http://www.tradepointsystems.com/usa/gls.htm>



Lesson Nine - How to Start a Business

Lesson Goals

- **Learn How to Create a Legal Business**
- **Learn Strategies Behind Writing a Workable, Saleable Business Plan**
- **Identify the Best Sources for Learning How to Start a Business**
- **Find Strategies for Getting Money to Start Your Business**

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. There are state and federal agencies dedicated to helping people like you get a business started. Plan to become aware of what services are available.

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 loans or grants 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 about 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.

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. **Begin to watch for examples of copycat businesses that work.**

Winning Money to Start Your Business

The Small Business Administration <http://www.sba.gov/> has loan and grant programs you should learn about. Grant programs exist to help you start a business and don't require paying back the funding as loans require. Furthermore, most state economic development initiatives offer additional funding opportunities. **As a strategy, get to know what funding resources are focused on supporting new businesses in your region. Call your regional Small Business Development Center. Visit them personally and ask lots of questions.**

Venture capital is money given to promising business startups for an anticipated share of the profits. Plan to identify regional and national venture capital sources and existing resources for how to win venture capital.

Learn about the world of nonprofit organizations and gain grant-writing skills. If you create a nonprofit 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 nonprofits 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 between traditional philanthropy (where giving may or may not guarantee a tangible return,) and venture capital (where an economic return is expected). Since many nonprofits lack the internal organizational expertise to create sustainable enterprises, venture philanthropy has emerged as a source of funding to support social entrepreneurship businesses and nonprofits. In such ventures the social good is served and organizational expertise is provided, along with funding to create an economically sustainable business or nonprofit organization. Another important trend is many for profit businesses also have a nonprofit organization in order to benefit from the advantages of both.

Initial Public Stock Offerings (IPO's)

Would you 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.



Hands-on Activities

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.

Access Ecommerce Guide's bizplan section

<http://www.access-ecom.info/section.cfm?sid=bp&xid=MN>

Review their business startup resources.

Small Business Administration's online lessons on starting a business

<http://www.sba.gov/training/courses.html>

Review and appreciate the extensive free online lessons available.

Small Business Administration

<http://www.sba.gov/>

Review their home page.

The National Small Business Development Center National Information Clearinghouse

<http://sbdnet.utsa.edu>

Find the nearest SBDC to you and plan a visit!

Ecommerce resources from the SBDC National Clearinghouse

<http://sbdnet.utsa.edu/SBIC/e-com.htm>

A comprehensive resource you'll need to know exists.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting business start-up story or resource.

Optional Skill-Builders

1. Review the following.

The Wall Street Journal Startup Journal and Center for Entrepreneurship

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

Read about their toolkit for creating a business plan, trademark searches, and more.



The Wall Street Journal

<http://www.wsj.com>

If you're serious about business, you might consider subscribing to this journal. 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.

2. Review Patent and Trademark Services

The U.S. Patent and Trademarks Office

<http://www.uspto.gov/>

See the essential information for submitting patents and trademarks.

Invention Submission Corporation

<http://www.isc-online.com/>

Services for patenting your inventions.

3. Revisit the key resources in the Skill-Builders section of Lesson One.

Notes for Lesson Nine



Lesson Ten - New Rules for the New Economy

Lesson Goals

- **New Rules for the New Economy**
- **Understand Rural Innovation Diffusion**
- **Grow Local and Global Collaborative Capacity**

New Rules for the New Economy

With everything changing there are a few key points to keep in mind regarding the big picture. In a world of accelerating change, your strategy is to benefit from those resources that allow you to ride the wave instead of being dragged along. There is increasing importance on the value of relationships. The Internet increases our ability to maintain relationships in both quantity and quality. Social knowledge networks are increasingly important because in this age of information overload it is important to know who can help find what you need.

The information age is perhaps better described as the "Relationships Age" or the "Knowledge Age." The emerging service economy means helping people deal with information overload and the complexities of the modern day. You see this theme increasingly echoed by the slogans of major corporations. Gateway says, "You've got a friend in the business." Telstra says, "We're bringing everyone together." Earthlink says, "Earthlink revolves around you." Microsoft suddenly is focused on helping people realize their full potential. Finding better ways of helping people use technology more easily is the future of most businesses. Information condenses to knowledge which condenses to wisdom and value is created in a knowledge economy. Consider searching for the book, Rise of the Creative Class, by Richard Florida.

Understanding Rural Innovation Diffusion

The new economy is also called the "innovation economy," as indeed we're limited only by our imaginations. Understanding how innovations are shared across communities over time and how new ideas are developed is fundamental to developing ways to help people learn to benefit from communications technologies. The world would be a very different place if we all shared the same vision for the power at our fingertips and understood how collaborative capacity can dramatically empower individuals, communities, and businesses.



Changing Our Behavior and Walking the Walk

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 major corporations to see what they have learned and 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.**

Around the world, governments at all levels are now talking about e-government. Information Technology is THE e-government leadership issue of the 21st century, creating and managing new forms of interaction. New levels of efficient communication between government and citizens - leading to greater accountability based on greater communication efficiency - are indeed viable. However, this will not be easy as knowledge is power and networking changes the fundamental dynamics of knowledge gathering and sharing which then affects the distribution of power. Electronic democracy and transnational activism are beginning to emerge as actual practices that can impact the distribution of power on a global scale.

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. Use collaboration as a key strategy for dealing with information overload and the challenges of staying current. The advancement of technological innovation can be summarized as "everything will be small, mobile, interconnected via wireless, and increasingly wearable." Info-apparel is a coming fad. Using technology to buy back enough time in the day to "have a life," will be a growing theme. **There are real issues and tensions in making a life while making a living, and finding a workable collaborative balance is possible and fundamentally necessary.**

Corporate and Ecommerce strategic initiatives to define and grow collaborative capacity are growing. Those which prove to be most successful, whether businesses or communities, will be the big winners over the coming decades. 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.

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.**

The Emerging Knowledge-Based Economy Has Infinite Growth Potential

Unlike a product-based economy where supply and demand are tightly related, a knowledge economy can grow without limitation based on individuals' motivations to learn, to learn to earn, and to spend (particularly on knowledge products). Creation of knowledge (media) products are limited only by our imagination and skills, not by finite natural resources. The big picture is the potential for a major reduction in poverty on a global scale IF we can learn to work together to unlock our joint human potential.

Completing This Course

Having now reached the final lesson for this online course, hopefully 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 make it to this final lesson marks you as an early pioneer of Ecommerce and online self-empowerment. Pat yourself on the back for a job well done!

Remember how intimidated you may have felt when you started this course? Think about how you might extend encouragement to others.

Hands-on Activities

Innovation Diffusion -Looking at the Process of Change

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

Read this article to understanding how we adapt to change.

Read the New Rules for the NEW New Economy

http://www.clickz.com/tech/lead_edge/print.php/831531



To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting article or resource related to rules for the new economy, rural innovation, or a related topic of your choosing.

Optional Skill-Builders

Note: Your instructor for this class keynoted a televised national conference in Jamaica, January 31, 2003, after moderating an online discussion of Jamaican government leaders for one month while teaching in Alaskan Native villages on the Yukon...at 50 below zero. After the Jamaican conference he continued to support multiple project planners by sharing resources and grant templates and online curriculum, such as this course.

October 6, 2003, Frank keynoted a national conference in Australia for which he wrote the "wings" paper below to share at the conference as a way of broadly sharing key ideas and resources. After the conference, the Australian government flew Frank to a dozen communities meeting with ministers of government as well as community leaders in multiple Aboriginal villages. The "sparks" paper below is the report on these visits with key recommendations for the 26-40 billion dollar privatization of the communications infrastructure all across Australia. Frank has continued to mentor multiple Australian indigenous project leaders and government staff, online. During the creation of this online course, a 3 million dollar grant was received by the Montana Job Training Partnership which includes Lone Eagle Consulting as the Rural Ecommerce and Telework Strategies trainer for the next five years. (Details at <http://lone-eagles.com/MJTPChoiceProject.htm> If you'd like to learn more about past, present, or future Lone Eagle activities, you're welcome to review them at <http://lone-eagles.com/new.htm>

If you remember nothing else from this course, please remember:

You're limited only by your imagination.

Albert Einstein.

Many articles have been written on the various communities associated with Lone Eagle Consulting and are available at <http://lone-eagles.com/>. The best is yet to come and let's hope you're planning to be a part of it!



Authenticating Rural Internet and Broadband Benefits - A Reality Check

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

Written for the Australian Government, September 2003, in regarding to a national effort to bring Internet connectivity to every community. At issue is whether people will learn to benefit and whether government will guarantee continued Internet access if the costs for serving remote users exceeds the revenues from remote subscribers.

Australian Trip Report

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

After presenting for a government conference, a ten day series of visits around Australia resulted in this report to the Australian government regarding the future of the nation's communities.

For continued learning consider the advanced course "**Rural Ecommerce and Telework Strategies**" which includes creating an online resume and a special certificate of completion. It is supported by a 211-page handbook with extensive resources including rural community leadership resources, K-12 integration, a local train-the-trainer model, rural community grant templates and grant-writing resources, and more. The new updated version will be available March 2004. For more information on the advanced course and the printed handbook go to <http://lone-eagles.com/ecommerce-registration.htm>. The printed handbook is also online at <http://lone-eagles.com/eguide.htm>.

Lastly, completed January 16th, 2004, a chapter on the history of online learning "**Big Skies and Lone Eagles: Lending Wings to Others, Online - A Rural Perspective**" offers a recommended overview of the issues and opportunities facing rural individuals and communities. <http://lone-eagles.com/history.htm> (To be published by Educational Technology Publications, 2004. Edited by Greg Kearsley (gkearsley@sprynet.com) **Online Learning: Personal Reflections on the Transformation of Education**

Notes for Lesson Ten

ESSENTIAL ECOMMERCE INTERNET SKILLS



FRANK ODASZ

**Dedicated to those Lone Eagles, who as self-directed Internet learners,
willingly lend their wings to others to help us all
become both learners and earners.**



This guide was edited and published at Idaho State University through the WORKFORCE 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 is funded under a grant/contract supported by the Office of Disability Employment Policy of the U.S. Department of Labor, grant/contract #E-9-4-3--0123. The opinions contained in this publication are those of the grantee/contractor and do not necessarily reflect those of the U.S. Department of Labor.

First Printing — April 2004

Second Printing — August 2004

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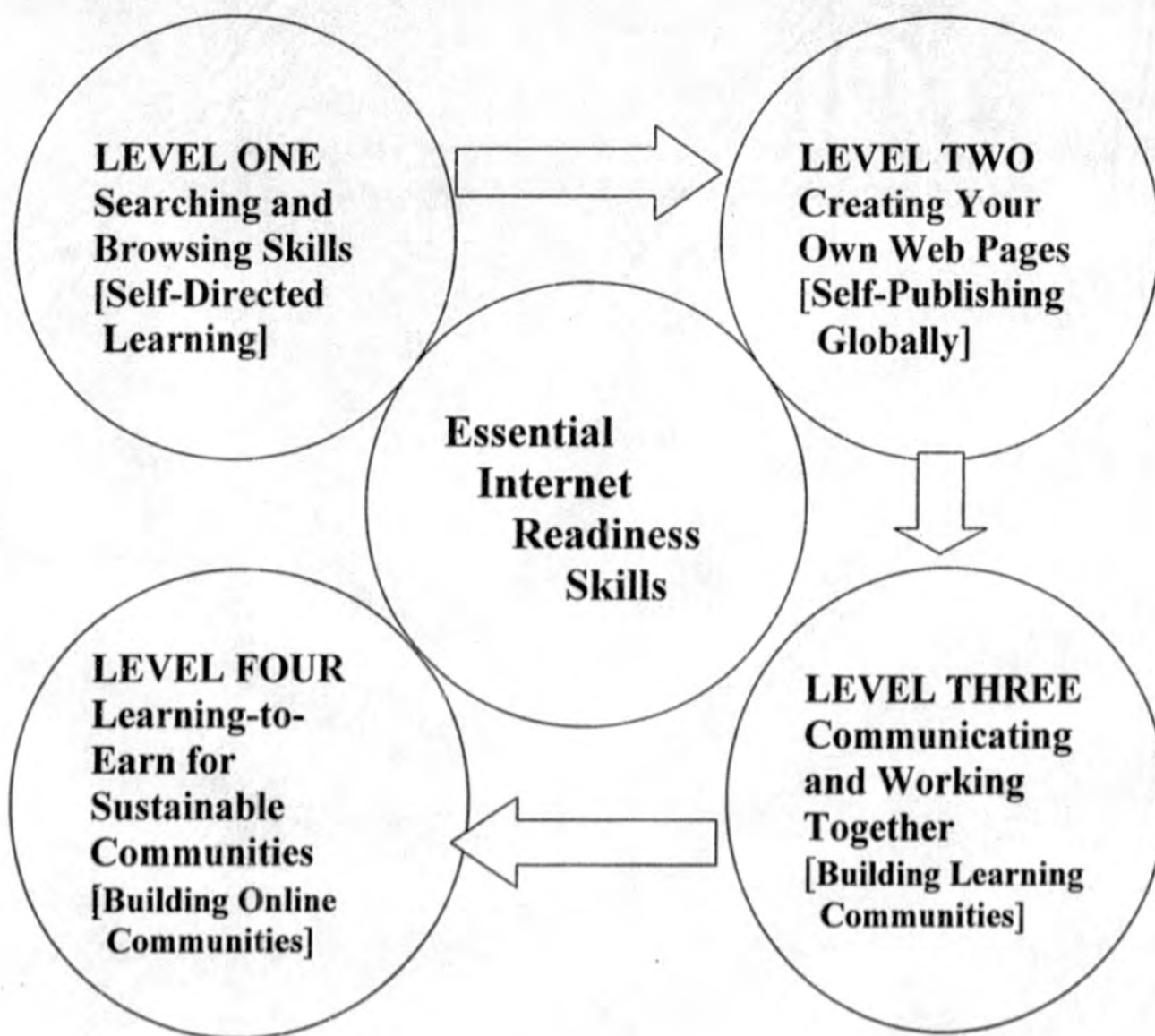
To inquire regarding Internet empowerment training and/or presentations for your school district, community, or organization, or to request copies, special printings, or reprint permission, contact Frank Odasz, frank@lone-eagles.com. Other inquiries may be addressed to WORKFORCE TRAINING, ISU College of Technology, PO Box 8380, Pocatello, Idaho, 83209.

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Essential Ecommerce Internet Skills

<http://lone-eagles.com/e-section-two.htm>
borrowed from <http://lone-eagles.com/eguide.htm>







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





Level One:

Searching and Browsing Skills

(The Power of a Self-Directed Learner)

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

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 word processor of your choice, and then you will need to jump between your browser and the word processor 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.



Level Two:

Creating Your Own Web Pages

(The Power of Self-Publishing Globally)

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

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 word processor. 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 word processor 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/currtrou.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!





Level Three:

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

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

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 individual's 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 Skills 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!



Level Four:

Learning-to-Earn for Sustainable Communities

(The Power of Building Online Communities)

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

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

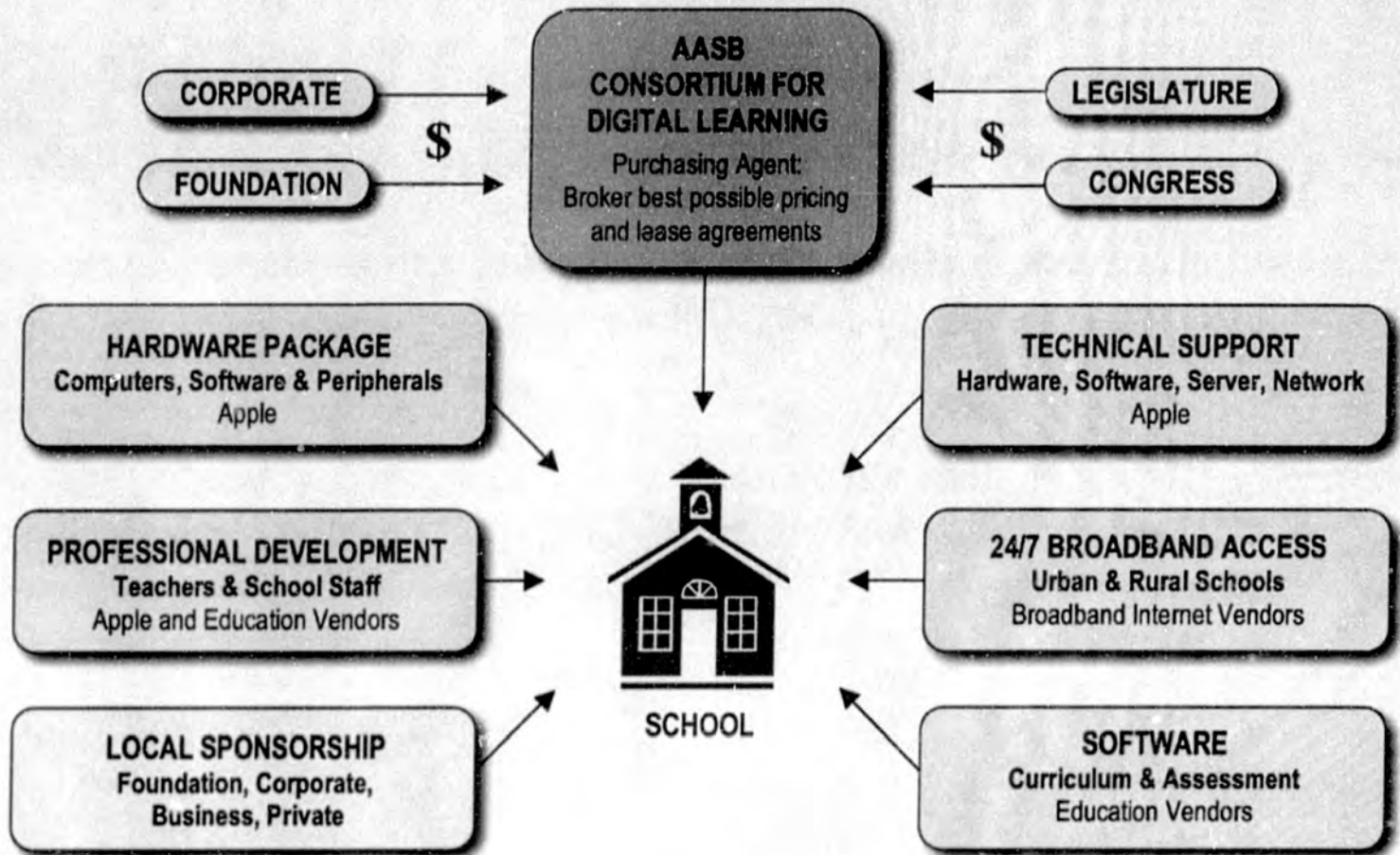
See the full web tour at <http://lone-eagles.com/training.htm>

- **Unganisha Internet Training Resource Directories and Courses**
<http://www.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
- **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>

CONSORTIUM FOR DIGITAL LEARNING AN OVERVIEW



The Association of Alaska School Board's Consortium for Digital Learning

AASB is proposing an enhanced educational delivery system that will prepare Alaska's youth for the digital world. Using an inclusive approach, districts and schools will be supported in:

- Determining readiness levels
- Engaging their community
- Securing hardware, software, and peripherals
- Acquiring necessary technical support for a fully functional system
- Training staff
- Managing change

Many school districts have made significant strides in uses of technology. Rarely, however, has technology been instituted in a systematic fashion that will allow our youth to compete successfully in our increasing global economy. Through the digital learning consortium, AASB is proposing a holistic use of technology that will change the basic approach to K-12 education.

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Lone Eagle Resources to Support Rural Innovation

Click Through this Web Tour at
<http://lone-eagles.com/future-proofing.htm>

The Montana Choice Demonstration Project

<http://lone-eagles.com/montana-choice.htm> A five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community strategic action plans, community mentoring programs, and more.

The Montana Choice Process <http://lone-eagles.com/montana-choice-2005.htm>

Common Sense first steps recommended for rural leaders supported by extensive new training resources included in this resource listing.

The Alaskan Native and Native American Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Includes a chapter listed first which has Lone Eagle Consulting's best Native community grant templates listed at the end: (<http://lone-eagles.com/village-sustainability.htm>)

Lone Eagle Self-employment Incubator hosted by KNET at <http://lone-eagles.com/knet.ca> http://lone-eagles.com/indigenous_innovations.htm

The Rural Community Internet Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm> A key article is listed first "Authenticating Rural Internet and Broadband Benefits – A Reality Check" <http://lone-eagles.com/wings.htm>

Creating People-Centered Community Knowledge Networks

<http://lone-eagles.com/smart.htm> A self-quiz for rural communities recommended for rural leaders as a tool to begin discussions on how best to use the Internet intelligently. Includes many articles and community grant templates.

Lone Eagle's Two Online Graduate Courses for K12 Educators

<http://lone-eagles.com/teachercreated.htm> Offered by Alaska Pacific University and Seattle Pacific University. K12 resources <http://lone-eagles.com/guide.htm>

Extensive Youth Resources <http://lone-eagles.com/youth.htm>

Tutorial for Creating Free Ecommerce Web Sites Easily and Model Sites

<http://lone-eagles.com/pcna1.htm> (The tutorial is at the end.)

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A Beginners Guide to Profiting from the Internet

The ten two-hour lessons at <http://lone-eagles.com/ecom.htm> present a hands-on overview of what's working for others like you and include activities exploring many of the best Ecommerce and telework training materials and resources available – from which you'll easily be able to determine the resources best suited for your continued self-directed learning. It is designed to be interactive with others and the instructor. Registration information is at the site above (\$39 for ten two-hour lessons.)

Lesson One – Ecommerce and Telework Readiness Skills. This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find the best related information.

Lesson Two – Ecommerce Fast-Track Strategies – With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what is coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized information.

Lesson Three – Ecommerce Cooperatives and Virtual Incubators. If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing.

Lesson Four – E-Marketing Strategies. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city – once you know how.

Lesson Five – Entrepreneurship Training Opportunities. Imagine being able to live anywhere, either working for yourself running your own businesses, or working for someone else, but still able to live anywhere and set your own work schedule.

Lesson Six – Online Resumes and Job Sites – Selling Yourself. Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many other sophisticated features.

Lesson Seven – Telecommuting and Telework Opportunities. Telework relates to work performed via telecommunications. Employers are finding that many high quality workers are demanding this type of flexible work arrangement as a condition for employment.

Lesson Eight – International Trade Training Resources. By U.S. standards, most of the world is still in poverty. 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.

Lesson Nine – How to Start a Business. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but you'll be surprised at how quickly your new business concept can become a reality.

Lesson Ten – New Rules for the New Economy. In a world of accelerating change, your strategy is to benefit from those resources that allow you to "ride the wave" instead of being dragged along. There is increasing importance on the value of relationships.

Refer questions to Frank Odasz frank@lone-eagles.com PH:406-683 6270

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The Montana Choice Project

Homesteading the Ecommerce and Telework Frontiers

<http://lone-eagles.com/montana-choice.htm>

A National Ecommerce and Telework Demonstration Project

Funded by the US Department of Labor Office of Disability Employment Policy, the **Montana Job Training Partnership, Inc.**, has created the Montana Choice demonstration project to bring real choices for web-based self-employment to individuals with disabilities. Multimedia presentations to over a dozen rural communities invited attendees to participate in an online course "**A Beginner's Guide to Profiting from the Internet**" providing ten self-directed hands-on lessons covering an overview of what's already working for others. Preview the lessons at <http://lone-eagles.com/ecom.htm>

Redefining Workforce Education by Addressing Systemic Change

"**Montana Choice**," is now in year two of a five-year demonstration project showcasing innovations in entry-level Ecommerce education online training for individuals with disabilities. Project goals include raising awareness on viable solutions, providing individualized skills assessment and skills transfer, and documenting success stories. Details at <http://lone-eagles.com/MJTPChoiceProject.htm>

Developing Community Mentoring Programs

Community Management Teams are developing strategic plans for each region and will be implementing community mentoring programs for skills transfer, both online and offline. Mentors will receive advanced training and assistance creating their own self-employment success stories. A skills registry database will be part of an e-marketing strategy for skills transfer services as mentees learn to become mentors. Participating communities will review successful innovations from other rural communities such as local business web directories, e-marketing strategies, and how to best support local entrepreneurs.

Helping Montana's Rural Communities Become Sustainable

The dramatic economic decline of rural America has created new pressures to find innovative solutions. Our past economy depended primarily on big corporations, but today the reverse is true, the real growth is in microenterprises. Our key developable resource is the learning potential of each and every citizen.

Everyone is Welcome to Participate

Everyone interested in the latest opportunities to learn to use the Internet for self-employment and entrepreneurship is invited to attend any of the dozen planned introductory presentations, join the online class, and/or attend the hands-on skill-building workshops planned for participating communities.

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The Montana Choice Process

The five-year U.S. Department of Labor demonstration project "Montana Choice" begins with hosting ecommerce and telework awareness presentations in rural communities to engage citizens in online lessons and ongoing listserv interaction regarding understanding entry-level web-based self-employment opportunities.

After citizens have gained an overview of opportunities through the online lessons, skill-building workshops are held and electronic portfolios of existing skills are created along with a plan on which new skills are most needed. Skills workshops are then customized.

Local mentors interested in developing for-profit mentoring services are identified to receive advanced training in return for mentoring others locally.

The next step is engaging community leaders, with emphasis on elected leaders and K12 administrators and educators, in understanding the importance of key action strategies, youth involvement, and first steps which do not require outside funding such as;

- Conduct a local web review of existing businesses
- Create a local web directory and plan a co-marketing initiative
- Establish a mentors roster and local skills registry
- Establish an ecommerce resources portal and virtual incubator
- Engage leaders in grant-writing and defining goals, both short-term without funding and for long-term funded projects such as
- "Sustainable Ecommerce Education Development Strategies, (SEEDS)"**
- at <http://lone-eagles.com/seeds.htm> .

The Montana Choice Project

<http://lone-eagles.com/montana-choice.htm>

describes a five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community mentoring programs, and strategic action plans.

A Beginner's Guide to Profiting from the Internet

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

The "Montana Choice" project is providing ten online lessons providing a hands-on overview of eBay, ecommerce, and telework.

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Community Internet Empowerment Resources for Alaskan Native Villages

<http://lone-eagles.com/alaskan-resources.htm>

Lone Eagle Consulting Mission Statement

Lone Eagle Consulting strives to maintain 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.

Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages

<http://lone-eagles.com/village-sustainability.htm>
A detailed review of strategies for community involvement to produce measurable outcomes. Many grant templates and online self-directed resources are included.

Clarifying Opportunities for Alaskan Sustainable Community Technology Centers

<http://lone-eagles.com/alaskan-centers.htm> A short review key issues related to community Internet training, locally-owned Internet service providers, and sustainable centers.

Culturally-appropriate Internet Training for Alaskan Native Educators

<http://lone-eagles.com/alaskan-educators.htm> A detailed account of fast-track Internet training with a cultural emphasis for Alaskan Native educators and students based on actual workshops.

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.

Examples of Native American and Alaskan Native Web Cultural Applications

<http://lone-eagles.com/expressions.htm> A dozen pages of cultural web-based innovations.

Key Issues in Realizing Tribal Benefits from Internet Infrastructure

<http://lone-eagles.com/triballeadership.htm> Important perspectives for success.

A Native American Community Internet Empowerment Guide

<http://lone-eagles.com/empowerment.htm> Over 50 pages of planning resources.

A Native American Cross-cultural Internet Guide

- "Echoes in the Electronic Wind"

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

A hands-on self-directed learner's Internet skills training guide with over 20 pages of Native American and Alaskan Native web sites. Available in printed form; 177 pages.

Creating Effective Tribal Telecenters and Community Networks

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

A detailed prospectus for project directors on implementation strategies and related resources.

Beyond Traditional Vocational Education:

Best Practices for Use of Computers and Internet for Native Communities

<http://lone-eagles.com/indian-voc-ed.htm>

Specific recommendations for vocational educators in Indian country.

An Update on the major Native Internet Projects

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

Resources and contacts related to major national Native Internet projects.

Alaskan K12 Innovations WebTour

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

See how other Alaskans are benefiting from the web.

Multi-cultural Resources and K-12 Project Sites

<http://lone-eagles.com/multicultural.htm> Extensive International resources.

Alaskan Native Youth Cultural Community Building

<http://lone-eagles.com/bartsgrant.htm> See also <http://lone-eagles.com/northstar.htm>

and <http://lone-eagles.com/yukonkoyukuk.htm> Grant proposals written for eight Alaskan Native Villages

Culture Club: A Cultural and Community Survival Concept Paper

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

See also <http://lone-eagles.com/capacity.htm> and <http://lone-eagles.com/trainers.htm>

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.

Community Rural Empowerment Resources

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

A master listing of articles and resources for community Internet project planning.

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Community Internet Empowerment Resources for Rural Communities

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Lone Eagle Consulting's Mission Statement

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.

Authenticating Rural Internet and Broadband Benefits - A Reality Check

<http://lone-eagles.com/wings.htm> Required reading for rural citizens and leaders. Written for the Australian Government for national empowerment of all their communities.

The Idaho Ecommerce Homesteaders' Cooperative

<http://lone-eagles.com/montpelier.htm> Big possibilities for the small community of Montpelier, Idaho. A story in progress defining how to seed and grow community involvement and capability building by focusing on replicable successes and measurable outcomes. Montpelier successes detailed at <http://lone-eagles.com/montpelier-story.htm>

Homesteading the Ecommerce Frontier

<http://lone-eagles.com/ecommerce-homestead.htm> Real and profound opportunities.

Rural Ecommerce and Telework Strategies <http://lone-eagles.com/eguide.htm>

A 200-page self-directed overview of what's working for rural entrepreneurs. This resource includes ten two-hour lessons for an online course by the same name at <http://lone-eagles.com/ecommerce.htm> A new shorter version for youth <http://lone-eagles.com/ecom.htm> and a new course on Essential Internet Skills <http://lone-eagles.com/essential-skills.htm>

Ecommerce Start-up Training Resources and Free Ecommerce Site Sources

<http://lone-eagles.com/entrelinks.htm> Includes resources for women and youth, too.

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>

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 implementing community 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.

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 guides.

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

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

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>

Community Networking - Why Should I Care?

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

Good reasons why you should understand what's at risk.

Indigenous Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Links to all the best related resources!!

Community Network Funding Sources and Grantwriting Tips

<http://lone-eagles.com/granthelp.htm> Specifically for rural community development. Includes **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm> and an online lesson on grantwriting at <http://lone-eagles.com/asdn18.htm> The latest and best grant template is at <http://lone-eagles.com/top.htm> with an expanded more readable version <http://lone-eagles.com/top-expanded.htm>



Alaska Staff Development Network
Lone Eagle Consulting Distance Education Courses
On-Line: Anytime, Anywhere



**Ed 597 4L: "Making Best Use of the Internet
for K-12 Instruction"**

Teachers' roles are changing rapidly due to the wealth of new online learning resources for students. Effective 21st Century educators must know how to link students with the best Internet learning resources and efficiently broker the best on-line learning programs for their students.

In this online course taught by Frank Odasz, one of the nation's leading online learning experts, educators will experience the best K-12 resources on the Internet within the context of their emerging roles of brokering the best Internet resources for individualized and small group student learning. A listserv creates an on-going forum for teachers to share with each other the best classroom-ready resources they have found during this class and also to discuss key issues related to classroom use of Internet resources and capabilities.

Topics from the eight units include:

- Identify the best lesson plan and K-12 resource archives searchable by grade level and topic
- Learn to easily create curriculum webpages, online quizzes and classroom web sites.
- Learn to create webquests and other project-based learning activities using templates
- Learn the best strategies for dealing with key issues regarding K-12 Internet use
- Participate in a peer listserv for convenient ongoing sharing of the best new Internet resources
- Survey K-12 online classes and online professional development opportunities
- Learn to use global listservs and the top ten Internet collaborative tools
- Learn grantwriting skills and key sources for funding, tutorials, and grant templates.

University Credit: 3 credits, Graded Pass/No Pass



Instructor: Frank Odasz, Lone Eagle Consulting / Dillon, Montana

Frank Odasz, originally from Cody, Wyoming, averages over 50,000 air miles per year presenting state-of-the-art Internet workshops for educators. Frank served as a teacher educator for 13 years at Western Montana College of the University of Montana, in Dillon, Montana.

From 1988 to 1998, he was director of the well-known Big Sky Telegraph network, providing on-line courses to rural teachers. Frank's work has been recognized for excellence by four congressional reports, the White House, and dozens of books and publications. All Frank's resources, courses, articles, services, and his resume are accessible at: <http://lone-eagles.com>, frank@lone-eagles.com. Ph/Fax: 406-683-6270.

Ed 597 6L: "Designing K-12 Internet Instruction"

This unique self-directed hands-on course offers a step-by-step guide to 'painless, progressive Internet integration' using your existing curriculum. New types of curriculum web-authoring sites are creating easy ways for educators to quickly create their own online curriculum with a minimum of technical skills! Participants will experience using a robust collection of courseware authoring resources which allow them to create their own online curriculum, from single lessonplans to whole online courses. A listserv creates an ongoing forum for educators to share with each other the best curriculum-authoring resources they have found during this class. The course consists of eight four-hour units and a special project. A nationally published article on the significance of this new course is recommended reading: Lone Eagles Learn to Teach From Any Beach.

Participants must have basic computer, web browsing and e-mail skills, Internet access and be able to create electronic folders and move/save files. It is strongly recommended participants first take 'Making the Best Use of Internet for K-12 Instruction.' Ed 597 4L, 3 credits, APU, also sponsored by the Alaska Staff Development Network.

Topics from the eight units include:

- Address key online curriculum design issues for K-12 classrooms
- Explore the progressive steps for classroom integration of specific Internet curriculum, course models, and authoring templates
- Learn the unique advantages of online instruction and the appropriate applications for online learning.
- Participate in a peer listserv for convenient sharing of the best new resources for specific grade levels and content areas
- Review top online curriculum models, online course directory sites and create a project-based short term unit
- Draft a plan for your own six week online course reflecting decisions on the design issues covered in the lessons.
- Learn about innovation diffusion, change theory, and the impact of online instruction on traditional educational roles.
- Review key issues concerning your online curriculum; copyright, intellectual freedom, promotion, and marketing

University Credit: 3 credits, Graded Pass/No Pass

(OVER)

Register on-line!



www.asdn.org

Registration Form
Alaska Staff Development Network
Distance Education Courses - Frank Odasz



Register on-line!



First Name:	Middle Initial:	Last Name:
Social Security #:		Birthdate:
E-mail:		
Summer Mailing Address:		
City:	State:	Zip:
Daytime Phone:	Home Phone:	
School District:	School:	Position/Grade Level:
Alaskan Residency:	☐ Non-Resident	☐ Alaska resident since (date):
High School graduation date:	/ /	Location of HS. (city, state)
Highest Degree Earned:		
US Citizen? ☐ Yes ☐ No	If no, what country:	Visa type:
Do you need materials?	☐ Yes ☐ No	

Courses Available: Check (X) any/all you wish to register for.

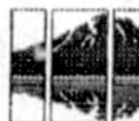
☐ Ed 597 6L "Designing K-12 Internet Instruction" / 3 credits \$350 + \$0 materials

☐ Ed 597 4L "Making Best Use of the Internet for K-12 Instruction" / 3 credits \$350 + \$25 materials

PAYMENT: Please make checks payable to ASDN.

Method of payment:

Payment must be received
with registration form.



☐ Check #:

☐ PO #:

School:

☐ Visa/MC

Card #:

Exp. Date

TOTAL ENCLOSED: \$

Signature:

Return to:
Ak Staff Dev Network
2204 Douglas Hwy, Suite 100
Douglas, Alaska • 99824
Phone: (907) 364-3809

FAX: 907-364-3805

OR

Register on-line!
www.asdn.org

(distance ed button)

FRANK B. ODASZ
2200 Rebich Lane ♦ Dillon, MT 59725



Ph/Fax: (406) 683-6270
E-Mail: frank@lone-eagles.com
Web Page: <http://lone-eagles.com>

Youth Resources Webtour

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

The future of our rural communities depends on retaining our youth instead of exporting them to major population centers. Youth today are the first generation in history to grow up with digital and Internet technologies and are the technology leaders of our communities. We need to make sure they learn how to use the Internet to live and work anywhere they wish. The resources below, including the grant proposal templates, are intended to be shared without restriction to support the sustainability of rural communities.

Youth Ecommerce Entrepreneurship Resources

Youth Ecommerce Entrepreneurship Resources

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

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm> Ten two-hour online lessons exploring what's working for others like you regarding rural Ecommerce and Telework.

Rural Ecommerce and Telework Strategies

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

Over 200 pages of resources including a ten lesson online course on what's working for others like you regarding rural Ecommerce and Telework Strategies. Includes lessons on the essential Internet skills required for Ecommerce, Telework and Self-directed Internet Learning.

Essential Internet Ecommerce Skills <http://lone-eagles.com/essential-skills.htm>

Specific online lessons for skill-building

A master listing of Rural Ecommerce Success Stories

<http://lone-eagles.com/connect-idaho.htm> Includes Two Years of Montpelier, Idaho awareness-raising events and ecommerce success stories.

A master listing of Indigenous Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm>

National Youth Technology Program Modles

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

Youth Career Resources <http://lone-eagles.com/lksd-careers.htm>

Grant Writing Tips and Grant Templates

Grant-writing Tips and Funding Sources <http://lone-eagles.com/granthelp.htm>

Youth Grant Templates

http://lone-eagles.com/our_community.htm is a sample youth project grant proposal. Many others are listed at the end of the chapter "**Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages**" at <http://lone-eagles.com/village-sustainability.htm>

Key Youth Project Suggestions

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

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

Recent (2004) Lone Eagle Ecommerce Entrepreneurship Grants:

**SEEDS - Sustainable Ecommerce Entrepreneurship Development Strategies
A Rural Community Future-Proofing Program**

<http://lone-eagles.com/seeds.htm> A youth leadership community project.

Rural Ecommerce and Telework Incubator Centers

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

AMIGO - Awareness Mentoring Integrating Group Outcomes

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

Community Networking Resources

Community Networking <http://lone-eagles.com/cn-readings.htm>

Recommended readings on the potential for communities.

Community Network Models Web Tour

<http://lone-eagles.com/democnlinks.htm> Community innovations to consider.

International Community Networking Clearinghouse

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

Lone Eagle Self-Employment Incubator

<http://lone-eagles.oldcolo.com>

Lone Eagle's Best of the Best Resources

A master listing of articles related to Community Internet Empowerment

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

Two online graduate courses for K12 educators plus examples of web curriculum created by past participants.

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

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

Tripod Hands-on Activity

Create a free Ecommerce Web site in 15 minutes with no expiration date.
Online at the bottom of <http://lone-eagles.com/pcnal.htm>

1. Go to <http://tripod.com> and click on the JOIN button.
(Spanish version <http://tripod.com.mx>)
2. Fill out ALL the blanks - keeping in mind you do not have to give accurate private information. The "membername" will be part of your web site URL
<http://membername.tripod.com>

IMPORTANT: Write down your "membername" and Password so you can access your site again in the future.

3. You MUST select a title (Mr/Mrs/Ms) and give a birthdate (parental permission required for those under 18 yrs of age)
4. Deselect all boxes preselected with green checks or you will receive SPAM advertisements.
5. Enter the number shown in the box at the very bottom of the form page and select "Submit."
6. If you entered all information correctly you'll receive another page of advertisements. Select "No Thanks" at the bottom.
7. You'll get another screen of advertisements - select SKIP at either the top right or bottom middle.
8. You'll see six web site options, click inside the third circle to select "Create a site using Tripod site builder." Select NEXT over on the right.
9. Select "Start with an Express Site Template"
10. Select "About My Business" (Click on the Choose link)

11. Enter the title of your business which will appear at the top of your web page, and other information as time permits in the other boxes.
Select NEXT on the right hand site.
12. Continue adding brief bits of information in the next series of boxes.
Select NEXT on the right side.
13. Select "Choose from all designs" at the top of bottom of this page, and choose a new web page design. (Click on "Use this Design")
Select PUBLISH NOW.

***Note the web address for your Ecommerce site is at the top of the screen - Write It Down!** Note also the SITE PROMOTION link at the bottom.

14. Select the EDIT button to continue editing your page - explore the easy buttons at the bottom of the screen to continue exploring how to add new web pages, new pictures, and new content, including whole new web sites.
15. Select "log off" when you're finished.
Pat yourself on the back for a job well done! You now have your own free Ecommerce web site which you can edit from anywhere, anytime.

IMPORTANT: Double check you've written down your "Membername" and Password so you can return to build your site later. Don't forget to write down the web address for your new web site, in the following format:
"membername.tripod.com"

To learn more about free affiliate programs go to <http://affiliateshop.com>
and for Ecommerce and Emarketing lessons go to
<http://lone-eagles.com/ecom.htm>

For a long listing of affiliate programs -follow the instructions below.

Citymax Ecommerce Sites www.citymax.com

Login with **Username:** lone-eagle **Password:** lone-eagles
and select the "Make Money" button on the right to see a comprehensive listing of affiliate programs. This is the easiest site for creating a free ecommerce web site, but it is only free for 10 days. Licenses for use of this software are available.

More Lone Eagle Resources are at
<http://lone-eagles.com/future-proofing.htm>



KTUNAXA NATION

FIRST NATIONS TECHNOLOGY COUNCIL FULLY INTEGRATED TECHNOLOGIES

Why a FIT Community?

The First Nations Technology Council believes that implementing a FIT Community Model Project will demonstrate to government, to the private sector and to other First Nations that investing in Information and Communication Technology (ICT) in First Nations communities makes good business sense. The FNTC see the FIT Community Project as a partnership between themselves and the chosen Community Cluster.



What is a FIT Community?

A FIT (Fully Integrated Technologies) Community has developed sufficient information and communication technology (ICT) infrastructure to remove lingering digital-divide obstacles. Members of the community have sufficient skills to use a wide range of ICT tools.

A FIT Community employs technology to promote and share their culture as the community deems appropriate, to improve health care for all community members, to deliver educational opportunities that would normally not be available in rural or remote communities, to create jobs and participate in the global economy in whatever areas the community chooses, and as a tool to improve governance and accountability. A broadband network to all community buildings, together with high levels of computer literacy and internet utilization among community members makes this possible but without a vision of what a FIT Community could be, community transformation may not occur.

What's in it for the FIT Community Partner?

Some of the possible benefits to be gained by the FIT Community Partner through participation in the project include:

- Providing cost-affordable broadband network connectivity to all or most homes and businesses located within the Community Cluster by contracting with anchor service subscribers who will use the network and contribute to long-term operating costs;
- Increasing computer literacy for all members of the community;
- Getting long-term commitments for improved delivery of education, health services, community economic development, and other services through expanded use of the Internet in service delivery and through increased local delivery of services;
- Creating new opportunities to use ICT capacity to revitalize traditional culture;
- Establishing local broadband network and computer desktop technical support for all Community members;
- Increasing integration of the Internet into the business processes of established local businesses and service delivery agencies;

More... What's in it for the FIT Community Partner?

- Using increased ICT capacity to reduce the workload associated with government reporting;
- Creating new business opportunities and new jobs in the community;
- Sharing ICT capacity building best-practices through formal and informal Community twinning and mentoring;
- Gaining benefits of community well-being identified by the FIT Community Partner.

The FIT Community Partner will take a leadership role in the FIT Community Project with significant support and in-kind contributions from FNTC. The respective suggested roles of the FIT Community Partner and FNTC are described below but should be confirmed once a Project Committee has been established, and upon agreement by all parties.

Roles & Responsibilities of the Partners

Partners roles and responsibilities will be clarified by the Project Steering Committee but the FIT Community Partner will be the lead on the project. Roles for both parties could include:

- Advocating on behalf of the FIT Community Project to bring together organizations and individuals interested in supporting the Project;
- Co-chairing and actively participating in development of the project plan, business plan, and technical plan for the FIT Community Project;
- Approving the project plan, and business plan, for the FIT Community Project before implementation;
- Partnering in the negotiation of agreements with various government agencies and private-sector service providers;
- Completing planned project tasks and making an effort to meet project milestones;
- Participating in a Project reviews for the purpose of confirming achievements, identifying future tasks and milestones as necessary;
- Giving direction to FNTC on the content and delivery schedule for various ICT capacity-building workshops; workshops to be facilitated by FNTC.

The FIT Community Partner will take the lead on:

- Mobilizing members of the Community to assist in the FIT Community Project when needed;
- Completing the asset-mapping of the community; asset-mapping to be facilitated and paid by FNTC;
- Giving direction to FNTC on community development and ICT capacity-building requirements and priorities.



While the FNTC's role in the FIT Community Partner-ship is supportive, they see their role as including:

- Providing significant in-kind support for the FIT Community Partner Project Team at every stage of the FIT Community Project;
- Facilitating and paying for the asset-mapping of the community;
- Accepting direction from the FIT Community Partner on the community development and ICT capacity-building requirements and priorities;
- Coordinating the Communication Plan for the Project.

The First Nations Technology Council (FNTC) was created by First Nations Summit Resolution to develop a Technology Plan to address issues such as connectivity, technical support and technical capacity building. The mission of the FNTC is: SUPPORTING THE FULL INTEGRATION OF TECHNOLOGIES TO IMPROVE THE QUALITY OF LIFE FOR ALL FIRST NATIONS IN B.C.



**Get involved in the
FIT Community Project,
contact Don Maki at:**

KTUNAXA NATION

7468 Mission Road, Cranbrook, BC V1C 7E5
tel. (250) 417-4001 fax (250) 489-5760
dmaki@kktc.bc.ca www.ktunaxa.org

Please note: FNTC support will be principally in-kind support and not direct financial support for the FIT Community Project or the FIT Community Partner. FNTC has certain abilities that may be of use in securing the funding necessary for FIT Community capital equipment purchases identified in the Project Plan, and in securing financial participation agreements for the FIT Community with government agencies and other partner participants. Community-incurred general and administrative expenses during the FIT Community Project will be the responsibility of the FIT Community Partner. FNTC personnel, contractor, travel and communications expenses during the FIT Community Project will be the responsibility of FNTC.

Five Years of the CTC VISTA Project



Responding To Katrina
at the Astrodome and Elsewhere



Fall 2005

Community Technology Review

www.comtechreview.org

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Bolded text in this issue are hyperlinks on our online version at ComTechReview.org

Cover: CTC VISTAs Abby Balazs, demonstrating how to frame a video shot, Larry Syms, Jason Crow; lower photos of the Astrodome and the Astrodome Community Technology Center.

Editor's Introduction

CTR and the CTC VISTA Project: Turning Inward and Looking Out Again

The current issue was conceived in the late spring, to be a much smaller special edition, focused on the CTC VISTA Project. It would be something in the nature of a yearbook, with a modest distribution, primarily for the Project's own members and alumni and perhaps of some use as an extended report/presentation/documentation. We're planning to focus on the Project's priority areas in future 2005-06 issues and otherwise giving responsibility over to Review Editorial Advisory Board to help with some serious brainstorming about the future directions of the publication.

Happily, we have extended well beyond those initial modest goals and objectives. Dan Schackman has done an excellent job in focusing on some case studies and the different formats we have used in presenting a perspective on the Project since its inception—selecting and editing Tech for All Supervisor Doug Caldwell's report on Pete Rodriguez, Jason Crow's narrative on being an VISTA from the VISTA newsletter, Amanda Lasik's weblog entry on the meaning of her work at La Casa Hogar in rural Washington state. He solicited David Rosen's moving tribute and memorial for Larry Syms. He recruited Abby Balazs to report on her MoLLIE/Mobile Learning Lab work in Grand Rapids, Judy Hallman to provide an overview of the work of RTPnet's many VISTAs, Diana Hauer to explore what happened to Teaming for Technology after she left her VISTA work, and Carlos Pedraza to provide a Resource Center perspective. Dan's also contributed a book review on the Corporation for National and Community Service. And we've got Saul Baizman, in his inimitable style, providing exemplary insights on how a wide range of nonprofits can benefit from his work in developing the CTC VISTA Project's information and communication systems. And, to complement our focus on AmeriCorps, Dan sought out complementary International perspectives focusing on the Peace Corps.



CTCVISTA leaders Mike Denegal, Saul Baizman, and Becky Shuler.

That, in itself, would have gone well beyond what we originally conceived. But, in large part thanks to the efforts of new VISTA Assistant Editor Danielle Martin, we've also been able to kick start our planned coverage and resource development in the Project priority areas—Community Networking, Community Organizing and Development,

Technology Assistance to Nonprofits, and Digital Media for Youth. We've done that with her summary reports of what went on at the August Pre-service Orientation, supplemented by reports from others who attended, new VISTAs and supervisors



CTC VISTA Project and CTR staff and VISTAs: Danielle Martin, Shannon McCue, Paul Hansen, Peter Miller, and Saul Baizman

alike, including Michael Maranda on community networking and AFCN, Karen Michaelson on TINCAN, Gene Crick on Telecommunity.US and new developments at the FCC, and Tara Kumar on CTCNet's Youth Visions for Stronger Neighborhoods.

There are two other matters of note. First, in response to the devastation in the wake of Hurricanes Katrina and Rita, both community technology and programs supported by the Corporation for National and Community Service, have played major roles. There's some key coverage about their timely response work here, some from brand new VISTAs Matthew Walker at CTCNet headquarters in DC and Nikki Payne with Technology for All in Houston, who were thrown directly into the midst of CTC response activities and, along with additional stories and resource notes, that make this issue timely and pertinent.

CTR as Customizable Interactive ICT/Community Media and Technology Curricular Text

For the last couple of issues on the inside back cover of the hard copy, we've been running a summary of contents from back issues along with a note "Discounted bulk copies available for classroom use, plus curriculum integration support." This issue is yet another example of how CTR content can be customized to meet special needs for those of you involved in education and helping people learn more about the field of community media and technology, by rearranging our sections and complementing them with resource sidebars and CTR archive links to material we have published since 2001.

So in turning inward, we trust we are, in fact, reaching back out into the world with some particular useful perspectives, resources, and curriculum on community networking, community organizing and development, technology assistance to nonprofits, and digital media for youth. As always, we welcome your contributions and suggestions —pm

The CTC VISTA Project: Looking Back, Looking Ahead

by Daniel Schackman

As the CTC VISTA Project, in the College of Public and Community Service at the University of Massachusetts, Boston, begins its sixth year partnership with CTCNet and the Corporation for National and Community Service, we'd like to reflect on the fact that to date, 206 individual VISTAs have served at 94 sites in 19 states and the District of Columbia. The Project, one of approximately 100 technology-oriented AmeriCorps programs, continues to be the most sought after national service program in the entire system. This issue of the CTR helps explain why the project has flourished.

This fall season sees some major changes in project administration. After five years at the helm, Director Peter Miller is stepping back from his leadership role into an advisory capacity while remaining Editor of this journal. Stepping forward as Project Director is former Assistant Director Paul Hansen, who has been with the Project since the spring of 2004 and was previously Operations Manager for the Dorchester Community Center for the Visual Arts in Boston.

In addition to project area support specialists Nettrice Gaskins, Frank Odasz, Ed Schwartz, and Jillaine Smith (see "The CTC VISTA Project — Update For Year 6: 2005-'06" in the Spring-Summer 2005 Review), Danielle Martin joins the Project as Curriculum Coordinator and new Assistant Editor of the Review with contributions that are immediately impressive.

As the Project expands to fifty VISTAs serving around the country this year, support for those VISTAs is also expanding. Saul Baizman continues for a second year as a VISTA Leader at Project HQ, working with the Metro Boston contingent and other CTC VISTAs on the East Coast, as well as providing technical support for the national program. Saul is joined by

Becky Shuler, supporting our VISTAs in the Midwest, and Mike Denegal, working with folks serving on the West Coast. Both Becky and Mike were CTC VISTAs last year. Becky worked with the Bridges to Digital Excellence Project at the Council for World Class Communities in Benton Harbor, Michigan, and Mike worked with the San Diego Community Technology Coalition and Occupational Training Services in San Diego, California. Also continuing as a VISTA at Project HQ is Shannon McCue, working with the Community Media and Technology program.

In addition to the contributions of the two VISTA co-editors to this issue, there are six articles by current and recent project VISTAs and six by project supervisors. The VISTA section has additional examples of the impact of the Project — excerpts from the archives of project reports, newsletters, and VISTA journals, a special memorial tribute, a list and link to project videos and related articles from the CTR archives over the last five years. We trust this gives you a full sense of how Project participants work document our work and some of the most memorable aspects of being a CTC VISTA. ♦

Dan Schackman has been Assistant Editor of the ComTechReview from the Winter 2004-05 issue through this issue, and served as a VISTA Leader for the CTC VISTA Project in 2004-05 and as a VISTA at CTCNet from 2002-04. He is currently a doctoral student in Mass Communications and Graduate Fellow at the S.I. Newhouse School of Public Communications at Syracuse University.



CTC VISTA Project and AmeriCorps Videos and Articles

CTC VISTA Project Videos — A collection by, for, and about CTC VISTAs available online:

- *The AmeriCorps*VISTA, A Day in the Life* by Scott Hillier
- *What's a VISTA?* by Liz Cavano
- *Facing the PC* by David Johnson
- *First Tuesday*, a video archive of The Commonwealth Broadband Collaborative, a special metroBoston area digital media project produced by CTC VISTAs and their host organizations. See especially the segments produced on and by the Grand Rapids Community Media Center and Malden Access TV VISTAs in episodes 4 and 9.

CTR archive of articles by, for, and about CTC VISTA Projects and other AmeriCorps community media and technology programs:

Summer-Fall 2001:

- *Bridging the Divide in Lowell, MA* by Felicia Sullivan
- *Reflections Upon The National Service Leadership Institute* by Angela Stuber
- *Click On Over: A Profile Of The Boys & Girls Club Of Taunton (Ma) Technology Center* by Karen Zgoda
- *Seattle's Sleepy CTCs* by Wade Englund
- *Community Technology Resources From VISTA Projects: The Montana Tech Corps Handbook* by Laura Hassler

(continued on next page)

Focusing the Work of CTC VISTAs:

Priority Area Presentations at the Pre-service Orientation

by Danielle Martin

The CTC VISTA Project pre-service orientation (PSO) is a paradox of sorts. The VISTAs are mostly brand new, some never setting foot in their placements before. Yet it is the only chance to meet fellow VISTAs, supervisors and Project staff face-to-face and get answers about the work for the coming year. But how many people can ask questions about an experience they haven't had yet?

In this grand paradoxical experiment, four coordinators, tasked to lead the new Project priority areas, were challenged to present an overview of their area of expertise and offer some starting words of advice. This initial mix of experience, naiveté and energy promised to spur a year of support and resource and curriculum development. The following is a brief attempt to recapitulate three priority area presentations, written by the hand of new VISTA herself in the spirit of PSO paradox. Frank Odasz summarizes some of own his presentation. Video excerpts of their presentations are available. Each summary is complemented with a list of resource links and related articles from the CTR archives. We look forward to the coordinators helping develop their areas as *ComTechReview* sections in future issues.



- Nettrice Gaskins: Digital Media for Youth
- Frank Odasz: Community Networking
- Jillaine Smith: Technology Assistance to Nonprofits
- Ed Schwartz: Community Organizing and Development

Danielle Martin is a new VISTA tasked to be the priority area curriculum coordinator as well as the Assistant Editor of the Review. Her background is in after-school multimedia programs for youth, instructional design for web-based trainings, and fundraising and development. She was previously the Technology Director at the Charlestown Boys & Girls Club (MA) Computer Clubhouse.

CTC VISTA Project and AmeriCorps Videos and Articles (continued from previous page)

Winter-Spring 2002

- A Resource Center for National and Community Service Programs by Carlos Pedraza and Forest Monsen
- VISTA Leaders: Providing Resources by Matt Crichton

Fall-Winter 2002-03

- The Corporation And The Digital Divide by Peter Miller
- CTCs For Positive Youth Development: Findings From Powerup's First Phase Evaluation by Lisa Schneider and William Vesneski

Spring 2003

- The Commonwealth Broadband Collaborative and the Premiere of First Tuesday by Peter Miller
- CTCNet Welcomes New Executive Director Kavita Singh by Erroll Reese And Daniel Schackman
- Project Fix-Net: Affordable, Dependable Technical Assistance by Rick Juliusson and Ana Sissett
- In Seattle With The Rainier VISTA VISTA by Mary Grybeck
- San Diego Cyber Y: This Is The Life! by Sharon Alhourani
- Sr. Corps Technology Resource Center by Cori Kocher

Summer 2003

- Connect the Dots: An Online CTC Database for the Twin Cities by Jeff Streier

Winter-Spring 2004

- This Evaluation Will Be Televised: An Interview With Chet Davis, Ohio Community Computing VISTA by Gabriel Gloden
- Making VISTA Work In Community Technology In Austin by Zafar Shah
- Interactive Web Design for the Technically Uninclined by Lisa Smith

Summer 2004

- Emergence, Convergence, And Empowerment by Daniel Schackman

Winter 2004-05

- The Community Technology Empowerment Project: Technology Literacy In The Twin Cities by Jennifer Drewyor
- One Economy VISTAs In New York City by Jaebi
- Podcasting by Andrew Baoill and Brian Russell

This listing does not include all the CTC VISTA Project and CTCNet updates and other contributions by Daniel Schackman and VISTA Project staff that have been a regular feature of the *Review*.

What is a Community Network? And Why You Should Care!

by Frank Odasz

A Short Historical Overview

The term "community networking" originally referred to common community gatherings where everyone gets to know one another. The motivator was making essential connections with those locally who share your interests and understand your needs. In the mid-eighties the term began to be used in reference to people getting to know one another online locally—with the growing potential for gathering and sharing ideas and resources with anyone, anywhere, anytime.



Judie Halazon, an early CTC pioneer, offered Free Email from her one-computer CTC in Jackson, MT, pop. of 48, starting a rural ecommerce legacy.

During this time, "online" community networks—Free-Nets—were formed to provide free dialup Internet access when none was available. Then—and today—many use the term "community networking" in reference to installing Internet infrastructure and nothing more. And many presumed—and presume today—that once Internet access has been achieved, the benefits are obvious and come

naturally. But the deeper purpose of community networks then, and now, is to create a shared online space for people working together to make good things happen for their communities.

The broadest definition of the term "community networking" refers to a dedicated group of people working together for a defined purpose, people working together online to realize a shared cause.

Here is one example of a potential shared mission, written for the Association for Community Networking in 1995:

We, the members of AFCN, hold these truths to be self-evident:

- that increased connectivity among caring people will build local community social and organizational capacity;
- that resources and effective practices are evolving rapidly and need to be systematically shared between communities;
- that inclusion of members is the source of energy for AFCN and that new methods are needed and we should be consciously evolving innovative inclusive strategies;



Frank Odasz at the VISTA PSO.

Community Networking — Some Key Sites

The Association for Community Networking (AFCN), www.afcn.org — note discussion lists and forums, membership services and information including directory of members.

Frank Odasz/lone-eagles.com: Frank's articles in CTR archives (see sidebar), lone-eagle VISTA Resources and blog, compilation of Best Community Networking Resources and Articles, Community Wireless and Satellite Internet Resources, and Resource Listings.

Civic and Community Networking syllabus, Randy Groves and Doug Schuler, Evergreen State College, Olympia, Washington

Training Materials: Learn About Wireless Networking, the Association for Progressive Communications (APC)

Community Connections: Preserving Local Values in the Information Age, Technology Opportunities Program, Department of Commerce, National Telecommunications and Information Administration, (NTIA), September 2000, by Christopher Conte with Judith Sparrow and Don Druker.

New Aboriginal Youth Content Management System at deadlyzone.org. Web-authoring and collaboration tools from the deadlymob.org CTC, an indigenous online community in Alice Springs, NT (Northern Territory), Australia.

Donnie Morrison's Scottish Telework Project has pooled the potential online employee resources of the Outer Hebrides of Scotland to become a leader in e-working by acting as an outsourcing location for customer contact centers.

Tripod's Free Ecommerce websites and tools.

- that the pace of technological evolution demands ongoing research and development—collection and evaluation of what's being done and dissemination of what's found most effective;
- that the social challenges are greater than the technological challenges;
- that we can learn more together than separately;
- that our collaborative effectiveness will increase as we all gain experience and as the tools improve;
- that we must and can invent new ways of inclusive organization.

Technology Overload and Promising Corporate Foundations

New businesses intent on the commoditization of social interaction are pushing us to join all manner of new communities, from charmony.com to linkedin.com and more, using all kinds of new technologies—weblogs or blogs as public web journals, v-logging as video blogs, podcasting via RSS—and if you're feeling confused, you're not alone. Many adults are lost in this blizzard of accelerating innovation. The U.S. is now somewhere between 15th and 20th in the world for broadband deployment.

Yet, amidst the confusion, what we have is the opportunity to select the specific information flows we want to have in hand—literally in our hands via handheld devices like iPods, Blackberries, or Treo hybrid PC/Cell phones—including multimedia citizen generated broadcasts from any of the growing number of diverse virtual communities. We're seeing an accelerating evolution of innovation unleashed by dropping costs for PCs, software and Internet access. Cellphones are rapidly becoming sophisticated handheld PCs capable of two-way multimedia just-in-time elearning communication.

And corporate developers are laying the foundation for new community networks.

eBay promotes the slogan "The Power of All of Us" referring to the power of many buyers and sellers. By providing a global model for "everyman's ecommerce" based originally on facilitating online communities for collectors, eBay stands as the most successful model of online community-building in the world (see "The Power of All of Us: The eBay Lesson for Community Development").

Today eBay, Yahoo, Amazon, Google and other large corporations are beginning to focus on providing localized services—free collaborative tools (groups.yahoo.com), free ecommerce web sites (tripod.com), free resume-building with local job searches (monster.com), local searches (google.com), local sales (froogle.com), local maps (mapquest.com), local classified ads (Craig's List), local satellite images and GIS mapping tools (earth.google.com), and even local dating (charmony.com).

Community Networking in the CTR Archives

Spring-Summer 2005

Community Networking: Movements in the Field and at the Radical Center by Michael Maranda

Houston's Technology for All Wireless Project and the National Municipal Wireless Debate by Will Reed

Open Space Austin: April 29-30, 2005 by Frank Odasz

Community Networking On The Night Shift, Part Six: The Rise And Fall Of The Ohio Free-Nets by Anne McFarland

Ten Years of the Ohio Community Computing Network (OCCN) by Marsha McDevitt-Stredney

Book Review of *Community Practice in the Network Society: Local Action/Global Interaction* by Daniel Schackman

e-Literacy and Connectivity for Development in India, the Akshaya Approach by Joyojeet Pal and G.R. Kiran

eSeva E-services in Southeast India by Sanjay Jaju

Winter 2004-2005

Community Networking after TOP: Progressive Alliances and a State-by-State Strategy by Michael Maranda

The Champaign-Urbana Community Wireless Network by Sascha Meinrath

The Power of All of Us? — The eBay Lesson for Community Development by Frank Odasz

CTCNet Delaware Valley/Philadelphia Update by Sabra Williams

Broadband — Why It's Important and Why YOU Should Care by Linda Fowells and Richard Chabran

The New Digital Divide Network by Andy Carvin and Cedar Pruitt

How Wi-Fi Came to El Chaco in the Ecuadorian Rainforest by Klaus Stoll

Hitch Your Wagon to a Star: Reflections on TOP by Anthony Wilhelm

Winter-Spring 2004

Dispatches from the AFCN by Richard Lowenberg

The Third Age of Community Networking by Andrew Cohill

The Next Wave: Community Information Hubs by Paul Lamb and Vishant Shah

Community Networking on the Night Shift, Part 5: Closing the Books on ACORN — Well, Almost by Anne McFarland

Growing Demand for Rural Broadband and the Growing Digital Network by R. Terry McGhee

[continued online]

Community Networking & AFCN

But is a Wal-mart version of local community networking all we have to look forward to? What are the risks? Amid the big business and advancing technology, what role do "we the people" play? Are we merely consumers or can we participate as producers? Will the telco networks and megacorporations define community for us, or will our communities define these networks to suit community goals instead of corporate goals? Where and how does "top-down" meet "bottom-up"? How can the users partner meaningfully with the builders of these networks?

With the push of these megacorporations and their rush for global dominance, somewhere missed is the mission of communities to do for themselves building local collaborative capacity. Certainly there are many positive services these corporations can provide which rural communities in particular cannot create for themselves, such as access to satellite images. What is the ideal role for local citizens to generate their own local content for the benefit of the community? The answers here point to the future of community networking.

If We All Share What We Know, We'll All Have Access to All Our Knowledge

With one billion people online, and six billion more due to come online in our lifetime, we share unprecedented opportunities to educate the global population, literally. Our historic opportunity is to work together to learn how best we can keep each other up to the same instant of progress on an ongoing basis — gathering and disseminating innovations as they occur — from global sources, while providing knowledge support systems for learning as the need arises.

With each new person who comes online, the potential power of the Internet to benefit others grows. Each new person has the potential to learn from, and to teach anyone, anywhere, anytime. As new skills are acquired, the potential global impact of each individual grows dramatically. As more people learn new collaborative skills, their collective impact becomes exponentially greater.

Improving technologies for Internet access, such as wireless, are projected to allow free wireless Internet access as the possible norm, a trend already beginning to appear in major population areas. Also appearing are unlimited free multimedia elearning resources, and open source (free) software, all of which are opening minds to the inherent global potential of the power of all of us.

Modular online instruction services already exist, at, for instance, New Horizons and ed2go.com. Skills tutorials complete with assessments, e.g., those at proveit.com, allow anyone to learn online and then demonstrate their skill competencies. While there are lots of free tutorials, lessons, and online courses, there is still a lot of innovation yet to take place in this emerging "marketplace of learning," particularly regarding peer-mediated learning, both offline and online. Most of us prefer to have someone locally help us learn and this creates major

opportunities for both volunteerism programs as well as new for-profit local community cooperative services.

The Internet has unleashed unprecedented entrepreneurial creativity worldwide. Mining the best of these innovations to bring home to empower local communities is a task we will all work together to achieve.

Engaging the members of our communities to understand where to go to learn that new knowledge which creates new opportunities is proving to be more and more important to individual and community sustainability.

Our key challenge becomes how to identify the best expertise and greatest wisdom for local and global dissemination...on an ongoing basis. The potential exists for the wisdom and creative writing and curriculum development of a single individual to impact huge numbers of individuals. Already, some web journals, weblogs or blogs, by such individuals enjoy a readership of thousands. Such blogs are likely to evolve into fast-track elearning pathways designed to impart new skills and capabilities as quickly as possible further leveraging the proliferating array of free web tools.

Community Networks of geographic place and peer-to-peer social networks have already demonstrated the potential. At wikipedia.org over one million topical articles have been donated, creating a robust resource that already rivals the Encyclopedia Britannica as but one example of the future potential of the power of all of us.

Social and economic innovations are merging as new online services in an innovation economy where ideas, resources, and education can be shared without restriction with everyone on earth. These trends present us with the opportunity for the most dramatic positive global change in the history of humankind. The stage is set for everyone to realize their potential as learner and teacher, consumer and producer, all the time. ♦



E-commerce CTC in Zortman, MT

Frank Odasz is the Community Networking priority area coordinator for the CTC VISTA Project. He has written extensively for the ComTechReview and is a prolific author whose work can be found at lone-eagles.com, including his summary of Resources for VISTAS.



Democratic Vistas: Community Networking as the Practical Work of Regional and Local Organizing

by Michael Maranda



There are metaphors and frames without which we would be at a loss to convey the profundity of change in our conception of the world and our possible futures. Such archetypal ideas have been called conceptual primitives: they involve words that are overloaded with meaning and

can't be limited within particular definitional forms, finding application in diverse contexts and communities of discourse.

Doubly so when we combine Community and Networking.

The current invitation to practice community networking offers a timely return to the relevance of place alongside recent invitations centered on process. The achievements of RTPnet and TINCAN that Judy Hallman and Karen Michaelson write about in this issue clearly grow out of and contribute back into the life and culture of Raleigh-Durham, NC, and Spokane, Washington.

In the United States, policy folk speak of the States as Policy Laboratories where policies can and should be field-tested and, hopefully, the successful models

replicated elsewhere. The October Rural TeleCon (RTC) conference in Lexington, Kentucky emphasized this view with respect to U.S. broadband policy. Admittedly, our view of politics may have grown a little more cynical and polarized. Rather than policy laboratories, it is easy to see battlegrounds, especially as we gird ourselves for the reconsideration of national telecommunications and media policy soon to come before Congress.

So do let us take advantage of the smaller arenas where it is easier to view politics as a grand experiment where we all play a significant part. Let the republic be a question, and let us take part in ensuring appropriate method and safeguards in answer to the pressing issues of the day with a commitment to the long view.

We each have a role and stake in governance. In the Community Information and Communications Technology sector, we are uniquely positioned to promote an inclusive and extensive vision that is, at heart, political in the grand and experimental sense of civic engagement and that evokes those struggles that inspired the democratic vistas once painted on the world stage.

In Illinois, we call for "Digital Literacy, Access, and Equity" as we create the Illinois Community Technology Coalition. We are experimenting with a model of civic engagement and improving the quality of life by working together, exploring how

we can be of meaningful resource to each other in a network. We've been inspired by colleagues in Ohio, California and Minnesota, to name just a few. And like Ohio and elsewhere, we've placed community networking at the center of our effort to organize stakeholders around a bold vision.

These regional developments are our field's most vital response to the challenges of our day. Together we participate in a national—and moreover, worldwide—movement. Thankfully there are now networks of practice that connect us with national organizations promoting our philosophy. But the complex web of governance and jurisdiction involves local and state as well as national, and in some cases international, bodies. It turns out that these national organizations we have formed to serve our collective interests (AFCN, CTCNet, RTC, etc.) are greatly dependent upon strong regional capacity if they are to

accomplish what we've asked of them.

National level organizations frequently are organized around an issue or around a field of practice. There is nothing unusual in this. The significant point is that local and regional organizing is more

effectively undertaken on another basis: the engagement of diverse stakeholders in the widest common frame, rather than a community of practice or vested interest in particular issues.

In the last issue of the CTR, Angela Stuber, Executive Director of the Ohio Community Computing Network and President of the Board of CTCNet, described a shift in this direction for the Ohio model. The new mission statement extends beyond CTCs to community technology services and programs. Likewise, the Digital Vision proclaimed in Cleveland at the CTCNet national conference entails a process of engaging stakeholders in a meaningful way that crosses the categories that orient us within our field.

In Illinois—in our expression of a grand and inclusive vision to bring together individuals and organizations concerned with promoting digital literacy, access and equity—we are actively reaching out to diverse communities of practice. We believe that community information and communications technologies have application in all spheres of our common life; they require and enable the opportunity to engage us all in civic life and processes of governance.

The process of organizing on this regional basis is not easy. It is colored by the language and place from which one starts. How it unfolds where you undertake this effort will be shaped

"By shifting to a radical local-global practice in a process of continual organizing, we return to our roots."

by local concerns and the stakeholders you can convene, and there is as much messiness as there is beauty in this very human interaction. Perhaps this meets Garth Graham's call to Community Networking as Radical Practice in the recent *Journal of Community Informatics* article where he otherwise questions our status as a movement. By shifting to a radical local-global practice in a process of continual organizing, we return to our roots. We can't despair the death of community networking if this has been a shedding of surface features. If Garth is right, we're much deeper than a movement. But this will take significant movement on our part, and not just a little storytelling.

Tell your story in your community, involving all members in the process. As your stories unfold, share them with us. If our states and local communities are to be the locus of social experiment, with our field in a facilitating role, we need not do so in isolation nor in competition with each other—though a little local pride won't hurt and may very well be necessary.

Common Disaster—and Opportunity

Community networking offers a profoundly new way of looking at the world, its forms and language still unfolding. We're only just catching up with the dynamic nature of the world and the potential for diversity in social organization and yet we're equally prone to abandon our progress for a false sense of security.

The Gulf storms of 2005 made the case for distributed capacity and expertise to deploy networks throughout society—in business and government as well as community. Mobilization for everything needed, from direct help to communications network deployment to database development and support, presents a challenge. We have the opportunity to redefine critical infrastructure to include human systems and coordination of volunteer resources and talents.

There are numerous stories of responses to these natural disasters that are cases in point. In this CTR issue, several authors share these stories: Matt Walker on CTC efforts, Gene Crick on TeleCommunity.US crisis management in Austin, Nichole Payne's account of Tech for All's building the Astrodome Community Technology center in Houston, and Nicole Friedman on Chicago's Center for Neighborhood Technology Wireless Community Network's volunteer efforts in Louisiana highlight some exemplary work in this regard. ♦

Michael Maranda is the President of the Association for Community Networking and Director of CTCNet Chicago as well as Co-Chair of the Illinois Community Technology Coalition.



Community Networks: The Future Has Arrived

by Gene Crick

After a few years' declining support and growth, time are changing for community technology and networking. Recent events have dramatically demonstrated the need and importance of community-centered telecommunications capability, spurring local technology advocates to think outside the coffin and address today's challenges with renewed optimism, energy, and purpose. Though a "Perfect Community Technology Network" doesn't exist and never will, strong examples are emerging, with lessons to benefit all who share experience and information.

For instance, at TeleCommunity Resource Center (TCRC.net) we're working on new community programs and a highly automated community information system (based primarily on open source technology) at Metropolitan Austin Interactive Network (MAIN.org) to streamline our own services and offer simplified models for other community networks (CNs), especially those with less technology capacity than "geek-intensive" Austin. But this goal of new resources, new features, and new directions isn't possible for any CN working in isolation. So we are asking everyone we know for ideas, and sharing our own experiences, good and bad, with anyone who asks. Here are three current project examples.

Information Sharing: Telecommunity.US/Crisis Management

www.Telecommunity.US is a national collaborative initiative just launched to help build greater information sharing and awareness among communities using telecommunications for local benefit. It is simply a cooperative information forum, not another organization competing for publicity and funding. Partner groups during early development include the TeleCommunity Resource Center and Metropolitan Austin Interactive Network, the Association for Community Networking (AFCN), Technology For All, the Texas ISP Association, and SalsaNet. Other groups are now joining—we hope you'll participate as well. No obligation beyond sharing ideas and knowledge.

The first Telecommunity.US effort was decided entirely by Mother Nature. When Hurricanes Katrina and Rita hit us in Louisiana and Texas, the deplorable state of disaster preparedness and emergency management quickly became obvious. As hundreds of thousands evacuated hurricane-devastated areas, official plans often lapsed into chaos of poor communication and misdirected (or entirely missing) relief

resources. But due largely to inspiring efforts of community volunteers, a near-calamity was gradually brought under control. Blunders of government and high-profile charities were balanced by heartening stories of local responders like Houston's Will Reed, whose tireless work has become almost legendary among those of us working on relief projects.

Thus Telecommunity.US was forced to get off the drawing board and go to work. We hurriedly created a local/regional information and assistance program for communication among relief efforts for Katrina, Rita and future crises. In the event of a crisis, our mission is to assist with use of Internet information-sharing technology to:

- provide news, information, and vital resources to identify and obtain support needed by survivors;
- help keep disaster relief groups and workers aware of all relevant activities, resources, and information;
- describe clear and effective ways volunteers can help.

In normal times our goals focus on helping communities:

- view examples and develop local disaster-preparedness/crisis management plans incorporating available resources, relevant services and reliable rapid contact information;
- create functional, comprehensive local public health, safety and crisis websites;
- disseminate useful guidelines for family preparedness and emergency procedures and to develop neighborhood preparedness crisis programs;
- create functional, comprehensive model websites for local public health, safety and crisis;
- build information/assistance collaborations within cities, regions, and beyond.

We invite comments, suggestions, information and help in developing this community-based communications resource for crisis preparation and response. Other examples are appreciated.

Voices on Policy: Community Technology Speaks to the FCC

Increasingly, community Internet advocates express concern that current national policy is not bringing information technology access and opportunities to every American. Affordable choices for broadband and advanced telecommunications services are still not available to people in many parts of the country, especially in rural and less affluent urban areas. Locally-based Internet companies are being driven out of business by giant corporations using tactics that some claim are unethical, if not illegal. Important educational and public interest programs are being slashed. Overall, the current political climate has not been favorable for community technology.

Many of us worry that government telecom policymakers are not receiving an accurate, balanced picture. We fear they are overly influenced by too much input from dominant telecom providers and too little from consumers and communities who lack the resources to rival heavily funded industry lobbies. But recent developments can provide another channel Americans can use to make our voices heard by telecom policymakers.

TechTalk: Dropped Into Deep Drupal — a NOC, NOC story

For more than a decade our MAIN/TCRC community Network Operating Center (NOC) has been running smoothly, with Unix, Linux, NT, and Apple servers supporting both our R&D and free nonprofit organization hosting services. But even though it wasn't broken, we recently decided to fix it anyway. Want to guess how that turned out?

Our Revered Online Systems Director noticed we were due a major overhaul to increase power, user features, and operating efficiency. Key changes were upgrading to newest Linux OS on our primary server and installing later Drupal/Civicspace content management software releases.

Lesson One: We didn't realize multi-generation upgrades, like changing Red Hat from version 7 to version 12, are not necessarily compatible with all other server software. (Visualize a server without DNS and email software. Now wipe away your tears.)

Our next major upgrades (currently scheduled for October, 2041) will be on our mirror site first. When reviews are good, then we'll bring the show into town. [Tip: Find a sister CN with similar servers; we're cross-mirroring with [Salsa.net](#) in San Antonio.]

Lesson Two: Try really, really hard not to begin community support server overhaul just before two hurricanes strike. I can't emphasize this one enough; typing underwater became a total pain. Check first with the weather service, religious leaders, psychic hotlines, and your granny's knee.

But all ended well. Revered Director was right; the NOC is running better than ever.

Note: Though tested operations models help, running a CN server is still demanding, even with outside R&D. Security and spam protection alone have become so difficult that many smaller nonprofit and commercial ISPs are quitting, unable to justify the overhead. So while we believe ICT networks are important, not every community has sufficient local technology capacity to run its own NOC. We've started testing free hosting for a few smaller towns and would like to hear from any other CNs doing the same. —GC

The TeleCommunity Resource Center has been appointed by FCC Chairman Martin as a member organization of the FCC Consumer Advisory Committee. I have been appointed Chairman of their Working Group on Rural and Underserved Broadband Access. These two appointments offer an important official method for communities to submit our views, desires, and comments on telecom issues affected by policy decisions of the FCC. Though the FCC may not take the actions requested in our comments, at least they will formally read and review them.

Community Networking & AFCN

With the assistance and support of the Association for Community Networking and Consumers Union, the TCRC has created a website for public input, a nonprofit, nonpartisan public interest arena for anyone interested in telecommunications, regardless of viewpoint or affiliation. TCRC is collecting, summarizing, and submitting comments to the FCC Consumer Advisory Committee, Chairman and officials. Comments will be maintained online for all interested viewers, including public policymakers. Commenters can specify whether their names are shown or withheld.

These comments can provide the FCC with the widest possible input from all segments of the American public. But it will only make a difference if enough comments are offered. So we need your ideas and assistance—and your suggestions for improving the site and the services it offers.

Community Stories: "Write On!" Local Authors Project

Mayor Will Wynn of Austin is strongly committed to literacy, the arts, and broader community understanding. His goals prompted the newly created "Write On, Austin!" online project to encourage veteran and aspiring writers to submit brief stories on Austin life. Primary partners are the City of Austin, Austin Public Library, University of Texas Humanities Institute, and MAIN.

Noting positive benefits of building local literary strength as well as improving intra-community awareness and involvement, other cities are looking to develop similar projects. Within days of Austin's September 27 debut, plans began for Write On! San Antonio and others are under discussion. These local writing projects will be cross-linked, sharing common resources like tools, organizations, and educational opportunities for writers.

As with other project models, TCRC will provide additional details, templates, and assistance to anyone interested. We appreciate any suggestions for improvement and information about similar projects elsewhere.

Bottom Line

Community technology has renewed opportunity for service and growth. Among our various projects we have experience and information to meet most of the challenges we face. Using our own tools to share collective knowledge and support each other can make the coming years our best ever. ♦

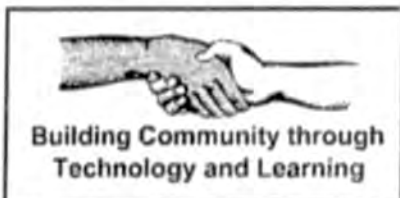


Gene Crick is Executive Director of the TeleCommunity Resource Center, member of the FCC Consumer Advisory Committee, Chair of their Working Group on Rural and Underserved Broadband Access, and past President of the Association for Community Networking.

CTC VISTAs Strengthen RTPnet

by Judy Hallman

RTPnet, previously known as Triangle Free-Net and so named for the Research Triangle Park area between Raleigh, Durham and Chapel Hill, is a volunteer-driven, 501(c)3 nonprofit community network dedicated to helping North Carolina nonprofit organizations leverage Internet tools to promote and support their missions.



RTPnet offers annual fee-based memberships to North Carolina nonprofits and CTCs in the southeast. Member benefits include web hosting, e-mail list

management (using Mailman as its list serve software), and discounts for RTPnet-sponsored training and events, including an annual statewide conference on bridging the digital divide. AmeriCorps*VISTAs have supported RTPnet community technology projects since the CTC VISTA Project was established as a national effort.

VISTA projects allow host organizations to develop and expand programs and services with side benefits that strengthen the host organization. The CTC VISTA Project has strengthened RTPnet and our member network through fostering collaborations,

providing a foundation for increased financial support, contributing to an increased understanding of digital divide issues, and helping us attract and support additional volunteers.

Collaboration: The process of defining VISTA projects, finding funding, and supervising VISTA work has brought together a variety of organizations and resources. For example:

- Triangle United Way and RTPnet co-sponsored VISTAs, Damita Chambers and Vahid Nourani in 2004-05. RTPnet recruited them and had financial responsibility; Triangle United Way provided office space and supervision. Damita and Vahid's work expanded and solidified cooperation between local nonprofit technology assistance providers and well as strengthened the nonprofits they worked with directly.
- Duke University and RTPnet collaborated to establish CLICK, Creating Literacy in Computer Knowledge. A Duke junior, Matt Lipsky, was developing an after-school program to help 6th graders pass the North Carolina computer competency test. Through the CTC VISTA project, RTPnet recruited Douglas Dumont, a Duke graduate, to work full time assisting Matt in developing CLICK. Duke's Information Science + Information Studies provided the funding for the VISTA position, the office space and supervision; RTPnet did the recruiting and provided additional support through

developing ties with a similar project at the University of North Carolina at Chapel Hill. We were fortunate to find a second VISTA, Chad Custer, to expand CLICK while continuing it for a second year.

- Area VISTAs themselves can be a catalyst for regional collaboration. VISTAs working in different organizations get to know each other during pre-service orientation and later help forge connections. Ben Pratt (Durham Literacy Center) and Chad Custer (RTPnet) shared an apartment; Luke Reinke (Durham Literacy Center) and Douglas Dumont (RTPnet) shared ideas as they worked in parallel middle school settings to develop after-school computer literacy programs; Martha Moore shared some of the family literacy ideas from the Durham Literacy Center with the students and volunteers at her center; ideas for recycling computers were shared among all the VISTAs in the area. VISTA involvement in the RTPnet annual conferences built on and reinforced regional collaboration.

Increased financial support: RTPnet membership fees provide a base of seed money for the \$3,000-\$4,000 in funding needed for VISTA positions. When we start a VISTA project, we have the money in the bank to pay for it. In many cases, the VISTA project generates additional funds. As noted, the two VISTAs for CLICK were funded entirely by Duke. In addition:

- Our first tech support VISTA, Eugena Harrington (2001-02) did such a good job assisting 20 community technology centers in Orange, Durham, and Wake counties and helping schools in the area that RTPnet received a small grant from a local church toward the expenses for another VISTA to continue this work.
- Two VISTAs, Ella Holden (2002-04) and Kimmora McKinnie (2001-02), were funded jointly by the Riley Hill Community Technology Center and RTPnet; Riley Hill CTC paid the program fees, while RTPnet covered CTCNet conference and other costs.
- Another VISTA, Shirlene Rogers (2001-03), was funded by a grant from Verizon.

In addition, the VISTAs' good work on projects enhances RTPnet's ability to attract members and donations.

Increased understanding of digital divide issues: Martha Moore's project (2001-04) at the Birchwood Learning Center in Durham opened the eyes of many RTPnet associates to the

difficulties associated with running a learning center in a low-income neighborhood plagued with drugs, alcohol, and violence. The team of leaders who helped initiate this project and were supposed to coordinate it disappeared, Martha nonetheless, with

guidance, made good progress working with adults. She found that she could actually increase attendance in evening classes by charging a small monthly fee, paid in advance, since the participants had then made a commitment and were more likely to attend classes. But it continued to be difficult to get adults to come to the center. And then the police requested that classes be moved from evening to daytime after a shooting near the center. Gradually, Martha's work focused more on special projects and the after-school program developed in partnership with the John Avery Boys and Girls Club. For the last two years, Martha was the only staff person there.



Martha Ann Moore displays her community leadership award, flanked by Stephen Quinn (left) and John Zoltner (right) of CTCNet's DC staff.

More volunteers: As people learn about our VISTA programs, they realize that they can also contribute as volunteers. Increased volunteerism is both a blessing and a challenge. With the help of Shirlene Rogers (2001-03), we created databases of CTCs and of volunteer skills and availability. Our latest effort, Tech LinkUp, has been designed to help connect volunteers, sponsors, and businesses with community organizations, and to help connect community organizations with one another for mutual support.

RTPnet VISTA Projects

CTC VISTAs sponsored by RTPnet have made significant contributions to efforts to bridge North Carolina's digital divide. To note more about their work:

- Martha Ann Moore's achievements were acknowledged by her selection for a Technology to Empower Communities (TEC) Champion Award for Outstanding Community Technology Leaders. In addition, Martha was the recipient of a 2004 Community Technology Award, presented at the 5th Annual RTPnet Conference.
- Eugena Harrington — it is not surprising grants came in to continue support for Gena's project. As an acknowledgement from one of Gena's school centers put it: "Gena the great: Thank you for sending Gena along. She has been brilliant! Got laptop fixed up with ethernet and modem. Has volunteered to set-up ten computers donated to our school. She is kind and tenacious... She has given hours and great kindness and support. Gena is a generous genie, and a gem of genius!"
- Kimmora McKinnie (2001-02): Kimmora's project was to provide technical support and training support to the Eastern

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Eugena Harrington with CNS program officer Marsha Colbert.

Wake CTC in the Riley Hill Family Life Center. Kimmora recruited adult students (ages 19 to 82), taught introductory computer courses, and trained community volunteers to teach the courses. She initiated an after-school program, with students recruited through the East Wake

Middle School guidance department, and recruited community volunteers to assist her work with the middle school students.

- Ella Holden (2002-04): Ella's project provided technical support and training for the Riley Hill CTC. Ella taught classes for adults and worked with youth in the after-school program, continuing and expanding the programs started by Kimmora. She also expanded community involvement in the center and developed a computer repair course.

RTPnet Adult Basic Computer Ed Handouts Available

Links to revised handouts for four classes RTPnet has used (since 1996) to teach basic computer skills to adults were recently posted on the CTCNet members list and received several favorable reviews and notes of appreciation. An overview is available, too. The goal is to teach new users how to use a mouse, how to get around on the Internet and use email, and then how to continue learning using GCFLearnFree.

Handouts include step-by-step instructions and can be used by volunteer teachers who have not taught before. Students can take home the handouts and repeat on their own what was covered in class; typing has been minimized since many people who take these classes can't type. Paint is introduced in the first class because you don't need to type and it's fun.

If the content is useful but people prefer to use different software, Judy Hallman has offered to provide additional assistance. I'd be glad to modify what I have to create additional versions. Similarly, if there is a topic that is needed, let me know and I'll see what I can do. I really like MyWay.com for free email, but would be glad to also do yahoo, hotmail, and/or others if you find these are better services in some cases. My Way has a very short simple registration form with minimal typing required, no ads, good spam filters, and 125.0 MB.

- Shirlene Rogers (2001-03): Shir's project, along with the volunteer database she developed that paved the way for Tech LinkUp, was to assist the President of the CTCNet board of directors, Erroll Reese in Durham, with program development and capacity building and included research, statistical analyses, reports, speeches, and PowerPoint presentations promoting CTCNet at several major conferences.
- Douglas Dumont (2002-03): Douglas' after-school CLICK project, developed at Rogers Herr Middle School in Durham, also involved creating a template for replicating the program in North Carolina and nationwide. The curriculum, lesson plans and teaching modules, oriented toward 6th graders, were presented at the RTPnet 2003 conference and at the CTCNet 2003 conference, as part of the session CTCs & Local Schools, and are freely available.
- Chad Custer (2003-04): Chad's project to continue and expand CLICK, was extended to Lyon's Park Community Center where Chad designed a complementary curriculum for younger students. CLICK materials are used by organizations across the nation.
- Vahid Nourani and Damita Chambers (2004-05): Their project was to monitor, coordinate, and promote Tech LinkUp and provide support for TechCoop projects. Vahid also provided extensive technology support for Triangle United Way's Teaming for Technology (T4T) as well as many local CTCs and other nonprofit organizations. Damita coordinated numerous activities and presentations for T4T and the Triangle 501 Tech Club and also coordinated the 6th Annual RTPnet Conference and Community Technology Awards. Vahid is currently serving a second year as a CTC VISTA with Durham Literacy Center, while Damita continues service as a Public Ally with Alliance of AIDS Services Carolina.



Vahid Nourani

For RTPnet and the North Carolina communities we serve, CTC VISTAs have made an enormous difference. ♦



Judith Huntress Hallman is Executive Director and President of RTPnet and has worked as a volunteer for RTPnet since 1989. Judy provided computer support services at the University of North Carolina at Chapel Hill (where she received a BA and MA in Mathematics), from 1967-1999. Her work included supervision of the Help Desk, training, documentation, and program development. When she retired (March 1, 1999), she was Campus Webmaster.

Community History Helps TINCAN Create a Sense of Place in Spokane, WA

by Karen L. Michaelson

On a sunny afternoon in November 2004, World War II veterans gathered in a neighborhood café in Spokane, Washington, to tell their stories of war. A cake decorated as an American flag, donated by an area grocery, greeted them as they signed in for the event. Each veteran was escorted to the back room of the café, where student volunteers helped them scan their photos and other memorabilia into laptops set up for the occasion and conducted oral history interviews. Leroy, one of the veterans attending the event commented, "This is so much fun, I'd like to keep talking all night. Many of the veterans made appointments for follow-up interviews. Some took information to tell their friends about the project. The volunteering students also became deeply involved. Lauren, a middle school student, asked her mother to postpone a movie date so that she and her friend could continue digitally processing a veteran's history. Lauren said, 'Mom, it was so cool learning about what really happened in World War II. Wow!'"

The event was the brainchild of Nora Lollar, a CTC AmeriCorps VISTA member with The Inland Northwest Community Access Network (TINCAN), who manages the Network's Inland Northwest Memories Project. Under Nora's guidance, history collection and digital preservation have become catalysts for neighborhoods and organizations to gather, network, and learn more about their communities.

"When we started to populate the website last September," noted

Lollar, "we found communities and individuals willing to network together to learn new technology in order to save one of their most precious resources: their history."

The Inland Northwest Memories Project (INMP) has an online database archive of oral histories, photos, and other historical materials that makes the region's history easily available—to schools and local citizens especially. Based on the Maine Memory Network website, INMP has powerful search capacities as well as tools for classroom use. Museum and school people who want to become contributing members receive training in cataloging and uploading their materials. Teacher workshops are held for those who want to use local history in their classrooms. The INMP site was developed under a grant from the National Endowment for the Humanities but had been relatively unused until Lollar took over. Under her guidance, the site became a contributing member of the Library of Congress' Veteran's project and has expanded into neighborhood history and involved small community museums throughout the rural Inland Northwest.



Nora Lollar

INMP is a critical component of TINCAN's mission to build community resources in northeastern Washington "...to provide education and support for social, economic, and community development through the use of computer technology and telecommunications."

That mission is realized through (1) creating online content of value to the local community, (2) developing collaborative training

and education with online resources, and 3) collaborating with our region's Community Technology Centers and other local partners to provide access to digital network technologies to those who might not otherwise be able to benefit from them.

As a community network, part of TINCAN's role is to help give our region's communities support in defining their identities. TINCAN has helped area students learn about the region's past and assisted neighborhoods and towns in developing economic development strategies that cohere with neighborhood values and lifestyles. When TINCAN began over eleven years ago, our primary mission was to provide access to computers and the Internet for those who would otherwise not have access due to poverty, minority status, or other disenfranchising circumstances. As access to information technology has grown, TINCAN's mission shifted to putting those technologies to use to benefit these same communities. TINCAN now provides continuing education for teachers, teen programs, and business development services. Following this trend, the Inland Northwest Memories Project has also become a catalyst for integrating a sense of place across TINCAN programs. In a related project funded by our local community foundation starting this fall, teens from Spokane's Garland district will collect oral histories and research other historical materials in an after-school program. These materials, once uploaded to INMP, will be the basis for four murals, designed with the assistance of professional artists recruited by an art gallery in the neighborhood. The teens will paint the murals on walls in the Garland Business District as part of their effort to convert the district from a humdrum declining



WWII veteran Arnold A. McMullen

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business strip to a vibrant destination arts community. The whole process will be documented by the teens with videos and weblogs in TINCAN's Virtual Teen Center.

Lollar's work has involved students from many area schools and colleges in documenting local history. She coordinated a partnership with Summit School's 5th through 8th grade students and the Spokane Valley Heritage Museum to collect local history for the new museum's first "Founding Visionaries" exhibit. A city-wide project for 2005-2006 grew out of that School's effort, where TINCAN, Summit, and the Spokane Valley museum will network to move an 1800's one-room school house to a site on the museum campus. This history gathering effort has the whole K-8 school and community working toward the common goal of collecting and preserving their regional history and enriching their city in the process. This activity has helped the newly incorporated City of Spokane Valley find its identity. Lollar also is working with Spokane's Hillyard Museum, to put their collection online, before they even have a site for the museum in their economically depressed neighborhood. The Hillyard project is closely linked to their neighborhood revitalization as they build on their rich railroad history. TINCAN's INMP is playing a key role in creating an awareness of where these communities came from and where they are we going. "This sense of 'place' is paramount as local communities make connections to appeal to businesses and people to their area," said Lollar.



Mike Bewer Foley 1917

treasures that would otherwise be lost. And Lollar states: "...and the best part is we've only begun." ♦



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COMMUNITY MEDIA REVIEW



Photo by Harvey Finkle, courtesy of Media Tank

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- The Public Convenience and Necessity: A Brief History of US Communications and Media Policy by Lauren-Glen Davitian (guest Editor-in-Chief for the issue)
- Don't Agonize—Organize! by Dr. Rob Williams, the Action Coalition for Media Education (ACME)
- Media Reform for What? by Janine Jackson, Fairness and Accuracy in Reporting (FAIR)

- The Time has Come to Build a Movement, from *Our Media, Not Theirs: The Democratic Struggle Against Corporate Media* by Robert W. McChesney & John Nichols, Free Press, 2002
- Deregulation Means Corporate Handouts and Broken Promises by Gene Kimmelman, Consumers Union
- Regulatory Parity and Other Misgivings by Mark Lloyd, Center for American Progress
- The Beginning and the End of the Internet? Discrimination, Closed Networks, and the Future of Cyberspace by FCC Commissioner Michael Copps, October 2003

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- Building Alliances, by Inja Coates, Media Tank
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