# Generation Y
## 2002-2003 Evaluation Data

*Prepared for **Generation YES** by the*
***Northwest Regional Educational Laboratory***

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This report includes data from the following schools:

**State of Wisconsin**

Ashland High School
Ashland Middle School, Ashland School District
Bayfield School, Bayfield School District
Butternut School
Cumberland Middle School
Drummond Elementary School, Drummond Area SD
Dupont Middle School, Washburn School District
Flambeau School
Glidden School
Hayward Interm. School, Hayward Community School District
Hurley Middle School, Hurley School District
Mellen School, Mellen School District
MHLT School
Northwestern Middle School, Maple School District
Northwood School, Northwood School District
Park Falls High School, Park Falls School District
Phillips Middle School, Phillips School District
Solon Springs School, Solon Springs School District
South Shore Jr/Sr High School, South Shore School District
Weston Elementary
Winter School, Winter School District

# Generation Y Evaluation Results

On the following pages you will find a report containing data from the Generation Y classes in your area. Depending on how your Generation Y classes are funded, the data may be from a single school, an entire district or state, or some other grouping of schools. These data have been prepared for you by the Evaluation Program of the Northwest Regional Educational Laboratory (www.nwrel.org/evaluation), as part of the service provided to your schools by Generation YES.

The information in this report comes from several sources, all collected online through the Generation Y web site. The report contains tabulations of results from the following online data collection forms:

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from Generation Y Coordinating Teachers at the end of each class
- Surveys of Generation Y Partner Teachers at the end of each class

We hope you find this information interesting and useful. Generation Y is aimed at helping you integrate technology in your classrooms, while engaging students in meaningful educational activities that support teachers, other students, administrators, and your community. The data presented here should give you a snapshot of what your students and teachers have been doing in their Generation Y classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on Generation Y classes across the nation is also available. By comparing national data to the information from your area, you may be able to notice differences, strengths, or weaknesses in your local schools that are of interest.

## Overview of Generation Y

Generation Y is a program which uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, Generation Y trains students to form working partnerships with teachers in order to improve teaching and learning in their schools. Students become agents of change, assuming responsibility for helping to improve the educational resources available to themselves and their classmates.

GenY students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many Generation Y students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

Each GenY student is paired with a partner teacher (or an administrator, librarian, counselor or other educator), who decides what lesson plan, curriculum unit, or other school need will be addressed by a collaborative, technology-enriched curriculum project, which the partner teacher and the GenY student produce together. These projects are then used in the partner teacher's regular classroom, or in the library, administrative offices, etc. Through this model, participating educators receive individualized support as they strengthen their use and integration of new technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context, and many go on to further extend their skills through advanced school or community service projects.

The program was developed in the Olympia, Washington School District, with a five-year award in 1996 from the U.S. Department of Education's Technology Innovation Challenge Grant program. Numerous state and local grants as well as corporate sponsorships have also supported the development of the instructional model and materials, as well as dissemination of the model to schools outside Olympia. Currently, Generation Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model which can be customized to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participants. In the summer of 2000, the program was awarded "Exemplary" status by the department's Expert Panel on Educational Technology, a distinction given to only two of 134 programs.

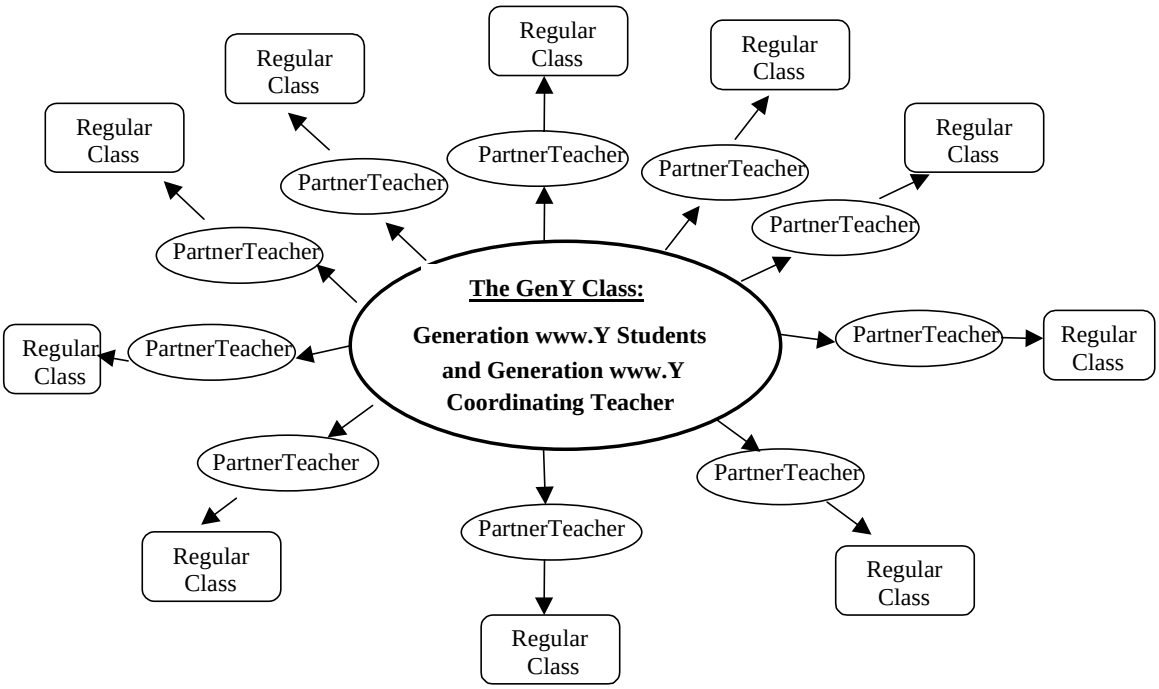
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who wish to increase their use of technology without becoming distracted from the essence of their jobs -- building and delivering effective curriculum units and lesson plans. Generation Y achieves this by giving students experience with educational technology, communication skills, and information literacy, then allowing students to act as responsible partners with their teachers in building new curriculum materials and new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills, and to develop more advanced abilities to integrate technology in standards-based lessons, projects and curriculum units. Both teachers and students have reported that they gained meaningful, authentic experience developing skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Generation Y model to be an effective professional development strategy for teachers, as well as an effective approach to increasing student engagement, student learning, and student leadership.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teachers who are each paired with a Generation Y student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's class. The term "Generation Y teacher" or "Generation Y coordinating teacher" refers to the teacher who works with all Generation Y students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenY teacher also helps coordinate the relationships between the Generation Y students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the

Generation Y class and the collaborative projects which GenY students and their partner teachers produce for students in the partner teachers' class, as depicted in figure 1.

**Figure 1. The Generation Y Class**




Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student workbooks, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for Generation Y teachers, Generation Y students, and the Partner Teachers who work with the Generation Y students. Data from these sources, collected during the 2001-2002 school year, are presented in the tables on the following pages.

# Generation Y Coordinating Teacher Reports

At the close of each Generation Y class, teachers are asked to complete an online report that includes questions about the collaborative projects involving their students and partner teachers from their school, the technical and administrative infrastructure in their school, and their ratings of the usefulness of the GenY model, curriculum components, online services, etc. The tables in this section provide a summary of their responses.

**Table 1**
**Average Numbers of Generation Y Students and Collaborative Projects**

| Generation Y Teacher Survey Question | Average in classes |
|---|---|
| How many students completed your GenY class? | 15.9 |
| How many collaborative projects were begun by your students? | 11.1 |
| How many projects were completed? | 11.1 |
| How many projects were delivered to a partner teacher's class? | 8.5 |

**Table 2**
**Difficulty of Managing Collaborative Partnerships and Projects**

| | Very Difficult | Difficult | OK | Easy | Very Easy |
|---|---|---|---|---|---|
| How difficult was it to find partner teachers interested in participating? | 6.7 | 13.3 | 33.3 | 40.0 | 6.7 |
| How difficult was it to make good matches between those teachers and your Generation Y students? | 0.0 | 6.7 | 53.3 | 26.7 | 13.3 |
| How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers? | 6.7 | 13.3 | 46.7 | 26.7 | 6.7 |
| How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers? | 0.0 | 6.7 | 60.0 | 26.7 | 6.7 |

(percentages of approximately 17 reporting)

## Table 3
## Infrastructure and Administrative Context

| | Strongly Agree | Mostly Agree | Mixed | Mostly Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| The computer and network infrastructure at our school is adequate. | 33.3 | 26.7 | 13.3 | 6.7 | 20.0 |
| Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet. | 40.0 | 26.7 | 20.0 | 6.7 | 6.7 |
| Our teachers are enthusiastic about the Generation Y model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use. | 13.3 | 33.3 | 40.0 | 13.3 | 0.0 |
| The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers. | 26.7 | 53.3 | 13.3 | 6.7 | 0.0 |
| Generation Y is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms. | 14.3 | 28.6 | 42.9 | 14.3 | 0.0 |
| Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development. | 20.0 | 46.7 | 20.0 | 6.7 | 6.7 |

(percentages of approximately 17 reporting)

**Table 4**
**Generation Y Teacher Ratings of Success and Impact**

| | Strongly Agree | Mostly Agree | Mixed | Mostly Disagree | Strongly Disagree | No Opinion |
|---|---|---|---|---|---|---|
| The GenY model is a good way to help teachers integrate technology in their classrooms. | 66.7 | 26.7 | 0.0 | 6.7 | 0.0 | 0.0 |
| The GenY model is a good way to make school more engaging and meaningful to students. | 73.3 | 20.0 | 0.0 | 6.7 | 0.0 | 0.0 |
| The GenY model is a good way for students to learn technology skills. | 80.0 | 13.3 | 0.0 | 6.7 | 0.0 | 0.0 |
| The GenY model is a good way for students to practice solving real-world problems. | 66.7 | 13.3 | 13.3 | 6.7 | 0.0 | 0.0 |
| The GenY training I received was adequate to prepare me to teach this course. | 40.0 | 26.7 | 20.0 | 6.7 | 6.7 | 0.0 |
| The GenY central office staff has been responsive and helpful when I have requested assistance. | 46.7 | 33.3 | 6.7 | 13.3 | 0.0 | 0.0 |
| The GenY Curriculum Guide has been very useful to me in delivering the course. | 20.0 | 26.7 | 40.0 | 6.7 | 6.7 | 0.0 |
| The GenY Student Workbook has been very useful to me in delivering the course. | 0.0 | 26.7 | 53.3 | 6.7 | 6.7 | 6.7 |
| The GenY CD has been very useful to me in delivering the course. | 6.7 | 26.7 | 40.0 | 13.3 | 0.0 | 13.3 |
| The GenY Video has been very useful to me in delivering the course. | 13.3 | 13.3 | 46.7 | 20.0 | 6.7 | 0.0 |
| The GenY Website has been very useful to me in delivering the course. | 33.3 | 40.0 | 13.3 | 13.3 | 0.0 | 0.0 |
| The GenY online system for registering schools, teachers, classes and students has been easy to use. | 40.0 | 40.0 | 13.3 | 6.7 | 0.0 | 0.0 |
| The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course. | 20.0 | 40.0 | 26.7 | 6.7 | 6.7 | 0.0 |
| The GenY online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course. | 13.3 | 40.0 | 20.0 | 13.3 | 13.3 | 0.0 |
| The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course. | 13.3 | 33.3 | 33.3 | 13.3 | 6.7 | 0.0 |
| We will continue to offer Generation Y classes at our school in the future. | 60.0 | 26.7 | 0.0 | 6.7 | 6.7 | 0.0 |
| I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools. | 13.3 | 40.0 | 20.0 | 13.3 | 13.3 | 0.0 |

(percentages of approximately 17 reporting)

## Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the Generation Y class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

**Table 5**
**Participating Generation Y Students by Gender**

| Gender | Percentage of Students (of 341 reporting) |
|---|---|
| Male | 47.2 |
| Female | 52.8 |

**Table 6**
**Participating Generation Y Students by Ethnicity**

| Ethnicity | Percentage of Students (of 324 reporting) |
|---|---|
| Caucasian | 64.5 |
| African American | 16.4 |
| Hispanic | 7.4 |
| Asian | 3.7 |
| Pacific Islander | 1.5 |
| Native American/Native Alaskan | 4.9 |
| Other | 1.5 |

**Table 7**
**Computer Access at Home by Generation Y Students**

| **At home do you have access to:** | **Yes** | **No** |
|---|---|---|
| A computer | 90.0 | 10.0 |
| The Internet | 78.2 | 21.8 |
| Send and receive email | 73.1 | 26.9 |

(percentages of approximately 345 reporting)

## Table 8
## Frequency of Computer Use by Generation Y Students at Home and School

| How often do you use a computer? | Almost every day | At least once a week | Once or twice a month | Once or twice a semester | Never or don't have access |
|---|---|---|---|---|---|
| At home | 55.3 | 28.2 | 7.8 | 1.8 | 6.9 |
| At school | 55.9 | 28.1 | 10.0 | 5.1 | 0.9 |

(percentages of approximately 340 reporting)

## Table 9
## Student Experience With Computer and Technology Prior to Participating in Generation Y

| How much experience have you had with the following: | None | Just a little | Some | A lot |
|---|---|---|---|---|
| Use word processing software | 6.8 | 13.2 | 27.4 | 52.6 |
| Search the Internet | 1.2 | 5.3 | 17.9 | 75.6 |
| Send and receive email | 18.0 | 12.4 | 16.2 | 53.4 |
| Use PowerPoint or other presentation software | 25.5 | 18.4 | 29.4 | 26.7 |
| Troubleshoot basic computer problems | 34.0 | 29.6 | 25.1 | 11.2 |
| Use a scanner to digitize a picture | 34.0 | 21.3 | 26.9 | 17.8 |
| Use a digital camera | 24.6 | 20.2 | 29.7 | 25.5 |
| Create a web page or web site | 56.5 | 18.9 | 17.2 | 7.4 |
| Touch-typing at least 15 words/minute | 12.1 | 16.5 | 26.3 | 45.1 |

(percentages of approximately 340 reporting)

## Table 10
## Frequency of Computer Use in Classes

| In the classes you took last semester/quarter, how often were computers used by you or your teachers? | Computers were never used | Computers were used once | Computers were used a few times | Computers were used about once per week | Computers were used several times per week |
|---|---|---|---|---|---|
| Math | 54.3 | 11.8 | 20.9 | 7.4 | 5.6 |
| Language Arts, Reading or English | 22.1 | 9.1 | 30.6 | 17.1 | 21.2 |
| Science | 32.4 | 15.2 | 31.0 | 11.3 | 10.1 |
| Social Studies, Geography or History | 31.1 | 11.2 | 30.5 | 16.9 | 10.4 |

(percentages of approximately 339 reporting)

## Student Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

**Table 11**
**Practice Gained in Computing Skills by Generation Y Students**

| During your work this semester as a Generation Y student, how much practice and experience did you get: | None, I didn't do this at all | Just a little; 2 hours or less | Some; 2 to 10 hours | Quite a bit; 10 to 20 hours total | A lot; more than 20 hours total |
|---|---|---|---|---|---|
| Using a keyboard to touch-type at least 15 words/min | 15.1 | 17.9 | 17.5 | 15.6 | 34.0 |
| Using word processing software | 17.9 | 21.7 | 5.7 | 22.6 | 19.8 |
| Searching the Internet | 8.5 | 16.6 | 17.5 | 23.7 | 33.6 |
| Sending and receiving e-mail | 19.3 | 26.9 | 18.9 | 19.3 | 15.6 |
| Using PowerPoint or other presentation software | 19.3 | 17.5 | 20.8 | 18.4 | 24.1 |
| Troubleshooting basic computer problems | 42.5 | 28.3 | 16.5 | 7.1 | 5.7 |
| Using a scanner to digitize a picture | 36.8 | 25.9 | 16.5 | 12.7 | 8.0 |
| Using a digital camera | 23.1 | 24.5 | 22.2 | 16.0 | 14.2 |
| Creating a Web page or Web site | 55.2 | 15.1 | 11.8 | 8.0 | 9.9 |

(percentages of approximately 218 reporting)

**Table 12**
**Types of Collaborative Projects Built By Students and Partner Teachers**

| Project Type | Percentage of Projects that included this component: | Percentage of projects that were mainly focused on this component: |
|---|---|---|
| GenY student created or updated a Web page that was used by my partner teacher's class | 33.0 | 16.5 |
| GenY student helped other students search the Web for information on a class topic | 47.9 | 3.7 |
| GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software | 84.0 | 45.7 |
| GenY student taught technology skills to a teacher | 70.2 | 13.8 |
| GenY student taught technology skills to other students | 61.2 | 13.8 |
| Other | 13.8 | 6.4 |

(percentages of approximately 188 reporting)

## Table 13
## Delivery of Collaborative Projects

| | Only Me | Only my Partner Teacher | Both of Us Together |
|---|---|---|---|
| When the lesson was delivered to your partner-teacher's class, who taught the class that day? | 23.5 | 17.6 | 58.8 |

(percentages of approximately 136 reporting)

## Table 14
## Student Self-Assessments of Their Collaborative Projects

| Mark the answer that best describes your experience in Generation Y: | Strongly Agree | Agree | Disagree | Strongly disagree | Not sure, N/A |
|---|---|---|---|---|---|
| I completed my project. | 54.8 | 32.9 | 3.8 | 1.4 | 7.1 |
| I am proud of my project. | 47.8 | 43.1 | 2.4 | 0.5 | 6.2 |
| As a result of my project, other students learned about technology. | 23.4 | 48.3 | 7.2 | 1.9 | 19.1 |
| As a result of my project, other students learned about a subject (e.g. history, math, English, etc.) | 35.9 | 38.8 | 3.3 | 1.9 | 20.1 |
| The feedback about my project proposal I got online was helpful. | 15.8 | 34.0 | 7.2 | 5.3 | 37.8 |
| My partner-teacher's expectations of me were clear and realistic. | 35.9 | 47.1 | 2.4 | 0.5 | 14.1 |
| My partner-teacher was able to meet with me regularly. | 26.0 | 45.2 | 15.9 | 2.9 | 10.1 |
| My partner-teacher and I worked together well as a team. | 35.6 | 49.3 | 2.0 | 2.4 | 10.7 |
| Overall, Generation Y was a good experience. | 46.9 | 43.0 | 3.4 | 2.4 | 4.3 |

(percentages of approximately 207 reporting)

## Partner-Teacher Outcomes

At the end of each Generation Y class, participating Partner Teachers are asked to complete a survey about their experiences working with a GenY student on a collaborative, curriculum-building project. Partner teachers are asked about changes in their attitudes and use of technology, the amount of time spent on their projects, and their ratings of a number of dimensions related to the new curriculum units or lesson plans. Their responses are summarized in the tables below, along with a listing of the project titles.

**Table 15**
**Self-Assessed Change In Computer Use by GenY Partner Teachers**

| How has the frequency of the following changed as a result of your involvement with Generation Y? | More Frequently | Same Frequency | Less Frequently |
|---|---|---|---|
| You use computers to prepare for class, maintain class records, or do other school-related work. | 44.8 | 55.2 | 0.0 |
| You use computers for personal business, learning, or fun. | 37.5 | 62.5 | 0.0 |
| You use e-mail. | 25.0 | 75.0 | 0.0 |
| You use the World Wide Web. | 35.4 | 64.6 | 0.0 |
| Your students use computers during your classes. | 57.3 | 42.7 | 0.0 |
| Your students use computers outside of class to complete assignments for your class. | 46.9 | 52.1 | 1.0 |

(percentages of approximately 104 reporting)

**Table 16**
**Self-Assessed Change In Partner Teachers' Comfort Using Technology**

| How has your comfort level with the following changed as a result of your involvement with Generation Y? | More comfortable | Same level of comfort | Less comfortable |
|---|---|---|---|
| Using computers | 44.8 | 55.2 | 0.0 |
| Integrating computers into the curriculum | 54.3 | 45.7 | 0.0 |
| Helping students use computers | 47.4 | 52.6 | 0.0 |
| Using e-mail | 17.2 | 82.8 | 0.0 |
| Using the World Wide Web | 26.3 | 73.7 | 0.0 |

(percentages of approximately 104 reporting)

## Table 17
## Time Spent by Partner Teachers on Collaborative Projects

| | 2 hrs or less | 3-5 hours | 5-8 hours | > 8 hours |
|---|---|---|---|---|
| *Partner Teachers*: How much time, in total, did you spend working with your GenY student this semester? | 11.6 | 18.9 | 22.1 | 47.4 |

(percentages of approximately 104 reporting)

## Table 18
## Partner Teacher Evaluations of the Generation Y Experience

| Please indicate your level of agreement with each of the following: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My student-partner completed his or her project. | 68.4 | 27.4 | 4.2 | 0.0 |
| My student-partner's project was of high quality. | 57.9 | 37.9 | 4.2 | 0.0 |
| I will use the lesson/Web page/presentation with which my student-partner helped in the future. | 49.5 | 47.4 | 3.2 | 0.0 |
| I would like to continue developing or refining this project in the future. | 62.1 | 32.6 | 5.3 | 0.0 |
| Choosing a project was relatively easy. | 60.0 | 30.5 | 9.5 | 0.0 |
| My role as a partner-teacher was clear to me. | 47.4 | 41.1 | 11.6 | 0.0 |
| As a consequence of Generation Y, I learned more about technology. | 35.8 | 54.7 | 8.4 | 1.1 |
| As a consequence of Generation Y, my students learned about technology. | 63.2 | 32.6 | 4.2 | 0.0 |
| As a consequence of Generation Y, my students learned about some content area. | 34.7 | 46.3 | 18.9 | 0.0 |
| Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes. | 62.1 | 36.8 | 1.1 | 0.0 |
| My experience in Generation Y this semester will change the way I teach some lessons in the future. | 62.1 | 36.8 | 1.1 | 0.0 |
| I would like to work with another Generation Y student in the coming year. | 33.7 | 44.2 | 22.1 | 0.0 |
| I will continue rebuilding my lesson plans to make more use of educational technology. | 59.6 | 36.2 | 4.3 | 0.0 |

(percentages of approximately 104 reporting)

## Table 19
## Partner Teacher Attitudes Toward Educational Computing

| Please rate your opinions regarding the use of technology in education: | Strongly Agree | Agree | Disagree | Strongly Disagree | Due to my experience with Generation Y, I: | | |
|---|---|---|---|---|---|---|---|
| | | | | | Agree more than before | Agree less than before | Haven't changed my opinion |
| I see definite benefits to students from integrating technology into education. | 75.8 | 24.2 | 0.0 | 0.0 | 74.3 | 0.0 | 25.7 |
| Technology facilitates positive changes in classroom teaching and learning practices. | 51.6 | 48.4 | 0.0 | 0.0 | 50.0 | 0.0 | 50.0 |
| I want to learn more about using new technologies. | 58.5 | 41.5 | 0.0 | 0.0 | 54.7 | 0.0 | 45.3 |

(percentages of approximately 104 reporting)

# Project List

## Table 20
## Archived Collaborative Projects

| School | Partner-Teacher | Project Name |
|---|---|---|
| Ashland High School | Bruce Prentice | The Bear Project - A Movie |
| Ashland High School | Christine Hulmer | Ashland High School Music Department Website |
| Ashland High School | Laura Kruse | The Peace Corps - A PowerPoint Presentation |
| Ashland High School | Rick Whiting | Social Studies Website |
| Ashland Middle School | Amy Broeniman | The Judicial Branch : A PowerPoint Presentation |
| Ashland Middle School | Jeanne Pearce | Gen-Y Movies |
| Ashland Middle School | Kaye Ortman Peters | Latin America City (Travel) |
| Ashland Middle School | Mr. Dunn | The Crusades: A PowerPoint Presentation |
| Ashland Middle School | Mr. Heglund | Adjectives A PowerPoint Presentation |
| Ashland Middle School | Mr. Nemec | Wolves in Wisconsin |
| Ashland Middle School | Mr. Peterson | Volcanoes - A WebQuest |
| Ashland Middle School | Mrs. Carlson | A Day in the Life of a Sixth Grader |
| Ashland Middle School | Mrs. Moreland | Angling Angles |
| Ashland Middle School | Mrs. O'Leary | Survivor |
| Ashland Middle School | Mrs. Pearce | 8th Grade Graduation |
| Bayfield School | | Drugs and What They Do |
| Bayfield School | Mr. Anderson | Volcano PowerPoint |
| Bayfield School | Taylor Heckman | Online Drug Information |
| Butternut School | Judi Scherwinski | Using Kidspiration to Create a Word Web |
| Butternut School | Mary Elkins | 3rd Grade Newspaper with Digital Camera |
| Butternut School | Mrs. Elkins | Kid Pix Art Work |
| Butternut School | Mrs. Seterman | First Grade Appleworks Slideshow on Ocean Life |
| Butternut School | R. Dural | Space-4th Grade PowerPoint Slideshow |
| Butternut School | Tammy Lawver | Performing Poetry |
| Butternut School | Tammy Lawver | Producing Student Plays Using iMovie |
| Cumberland Middle School | | Earthworm Anatomy-PowerPoint |
| Cumberland Middle School | Mrs. Klatt | Ocean Life WebQuest |
| Cumberland Middle School | Mrs. Kreger | Compare and Contrast |
| Cumberland Middle School | Mrs. Nyseth | Wolf Ridge Editing with IMovie |
| Cumberland Middle School | Mrs. Wiita | Book Talk |
| Cumberland Middle School | Mrs. Zipperer | iMovie on the Basics on a iMovie |
| Cumberland Middle School | Sheri Johnson | State Scavenger Hunt |
| Drummond Elementary Scho | | Minneapolis Slideshow |
| Drummond Elementary Scho | | Snow- A Slideshow |
| Drummond Elementary Scho | Amy Wiebush | Greek Mythology - A Slideshow |
| Drummond Elementary Scho | Carrol Oravis | Field Trip iMovie |
| Drummond Elementary Scho | Carrol Oravis | Field Trip iMovie |
| Drummond Elementary Scho | Ede Johnson | Mrs. Johnsons iMovie |
| Drummond Elementary Scho | Mr. Brinker | Minneapolis - A Slideshow |
| Drummond Elementary Scho | Mrs. Fraiser | Map Skills - An AppleWorks Draw Project |
| Drummond Elementary Scho | Mrs. Johnson | Circulatory System |
| Drummond Elementary Scho | Mrs. McMiller | Weather Systems - A Digital Slideshow |
| Drummond Elementary Scho | Mrs.Reithel | Weather - A Slideshow |
| Drummond Elementary Scho | Skip Perkins | Great Lake States |
| Drummond Elementary Scho | Skip Perkins | Great Lake States |
| Dupont Middle School | Anni Schneider | How to Take Apart a Computer - A PowerPoint Presentation |
| Dupont Middle School | Colleen Greene | Castles - The Class Will Be Using the Internet to Research for a Report on Castles |

| | | |
|---|---|---|
| Dupont Middle School | Deb Diamond | Word Project On PowerPoint |
| Dupont Middle School | Deborah Dimond | Scan a Book |
| Dupont Middle School | George Klien | Egypt Slide Show |
| Dupont Middle School | Jim Marsh | Famous Americans - A PowerPoint Presentation |
| Dupont Middle School | Kathy Radtke | PowerPoint Poetry |
| Dupont Middle School | Madam Cole | French History: A PowerPoint Presentation |
| Dupont Middle School | Marlene Farrar | Advertising Using PowerPoint Presentation |
| Dupont Middle School | Miss Hiland | Electronic Assignment Note Book |
| Dupont Middle School | Mr. Dudley | How to Teach Students to Make a Slide Show |
| Dupont Middle School | Mr. Kein | Ancient Egypt PowerPoint Slideshow Presentation |
| Dupont Middle School | Mr. Kirsten | Copenhagen Today |
| Dupont Middle School | Mr. Kirsten | Make Your Own Folk Tale |
| Dupont Middle School | Mrs. Kuchinski | Sixth Grade Photo Journalism |
| Dupont Middle School | Ms. Liz Heckenast | Third World Children - A PowerPoint Presentation. |
| Dupont Middle School | Olaf Kirsten | A Wrinkle in Time WebQuest |
| Dupont Middle School | Olaf Kirsten | Digital Pictures-For 6th Grade Web Page |
| Dupont Middle School | Olaf Kirsten | Heart of Darkness-WebQuest |
| Dupont Middle School | Olaf Kirsten | Island of Blue Dolphins - Building a Web Page |
| Dupont Middle School | Olaf Kirsten | PowerPoint Poems |
| Dupont Middle School | Olaf Kirsten | The Great Gatsby- a WebQuest |
| Dupont Middle School | Patty Berg | American Revolution PowerPoint Slideshow |
| Dupont Middle School | Patty Berg | The Civil War: A PowerPoint Presentation |
| Dupont Middle School | Paul Dudley | Learning About PowerPoint and Any Country |
| Dupont Middle School | Paul Dudley | Spanish Web Page |
| Dupont Middle School | Rick Seppa | Music Sheets on the Internet. |
| Dupont Middle School | Sally Verbos | The Immigration Period - A PowerPoint Presentation |
| Dupont Middle School | Sandra Kucinski | CD Burning Project |
| Dupont Middle School | Sandra Kucinski | Motel of Mysteries-PowerPoint |
| Dupont Middle School | Sheree Collins | Driver's ED-PowerPoint - A PowerPoint Presentation |
| Dupont Middle School | Sheree Collins | Tractor Education - An Informational Slide Show |
| Flambeau School | Lela Anderson | Favorite Animal Using PowerPoint |
| Flambeau School | Mr. Zenny Mahun | Wiscareers Scavenger Hunt Using the Wisconsin Careers Website |
| Flambeau School | Mrs. Pam Griesbach | Presenting Poetry on iMovie |
| Flambeau School | Mrs. Connie Gasior | Newton's Laws PowerPoint |
| Flambeau School | Mrs. Linda Applebee | Teaching the Alphabet Using Hyperstudio4 and KidPix |
| Flambeau School | Mrs. Zimmer | Learning Multiplication Problems |
| Flambeau School | Peg Hraban | Reading Report Using PowerPoint |
| Glidden School | Brian Long | Glidden Public Schools Art Appreciation - iMovie |
| Glidden School | Dan Cooper | Woodstock: A PowerPoint Presentation |
| Glidden School | David Scherwinski | Volleyball Tutorial iMovie-- High School Physical Education |
| Glidden School | Dawn Tunison | Instrument FUNdamentals Using PowerPoint |
| Glidden School | Julene M. H-Schmidt | Glidden Community Learning Center iMovie |
| Glidden School | Linda Feenstra | Prefixes, and Suffixes, and Greek and Latin Roots - PowerPoint Presentation. |
| Glidden School | Mr. Scherwinski | Golf for Beginners -- Phy. Ed iMovie |
| Glidden School | Mrs. Barb Hilderbrandt | Safety in the Kitchen - A PowerPoint Project |
| Glidden School | Steve Gustafson | iMovie iStronomy |
| Glidden School | Wendee Bruch | English Grammar - A PowerPoint Presentation |
| Hayward Interm. School | | 12 Student Projects With Various Partner Teachers |
| Hayward Interm. School | Benjamin C. Anderson | Hayward Intermediate School Citizenship Club - A Web Page |
| Hayward Interm. School | Benjamin C. Anderson | The Study of the State of Wisconsin - A Web Page |
| Hayward Interm. School | Jeannette Van Roy | The Five Kingdoms of Living Things - A Slideshow |
| Hayward Interm. School | Jeannette Van Roy | The French and Indian Wars - A WebQuest |
| Hayward Interm. School | Ken Vesel | A Vertebrate PowerPoint Presentation for Science |
| Hayward Interm. School | Ken Vesel | Chief Black Hawk- A WebQuest |
| Hayward Interm. School | Lynn Syverson | The Shape of the Land Slideshow |

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| Hayward Interm. School | Lynn Syverson | Roald Dahl - A WebQuest |
| Hayward Interm. School | Mr. Gardner | Web Page Design - Generation Y at Hayward Intermediate School |
| Hayward Interm. School | Mrs. Kirchner | Animal Slideshow |
| Hayward Interm. School | Mrs. Kirchner | Besty Byars-A WebQuest |
| Hayward Interm. School | Tim Gardner | Unit C- Animals - A PowerPoint Slideshow |
| Hurley Middle School | Aaron Bender | Exploring Africa through Maps: A PowerPoint Presentation |
| Hurley Middle School | Laurie Lund | Dairy Farming In Wisconsin - A PowerPoint Presentation |
| Hurley Middle School | Mrs. Czarnecki | A Rhyming & Counting PowerPoint Book |
| Hurley Middle School | Mrs. Krone | Geographic Glossary - A PowerPoint Presentation |
| Hurley Middle School | Mrs. Leino | A Pen Pal Web Page Project |
| Hurley Middle School | Mrs. Olkonen | The Scientific Method Using PowerPoint |
| Hurley Middle School | Mrs. Terry Davis | Art Styles Grades K-5 |
| Hurley Middle School | Mrs. Terry Davis | Patterns and Portraits PowerPoint Presentation |
| Hurley Middle School | Natalie Patritto | Oaxaca, Mexico - An iMovie |
| Mellen School | Amanda C. Flint | What Should The Bear Wear? - Create A Weather Bear With the Paintbrush Progra |
| Mellen School | Barb Courrier | Interests of A Students Life - Painting Network |
| Mellen School | Chris Mullineux | Careers/Guidance PowerPoint Presentation |
| Mellen School | Gerard Acosta | College Art Portfolio on PowerPoint |
| Mellen School | Keith Ocshner | Current Events Communication |
| Mellen School | Melinda Colver | Searching The Web For Math! |
| Mellen School | Mrs. Kruzan | Creating Patterns and Shapes With Painting Software |
| Mellen School | Mrs. Larson | Ocean Animals - A PowerPoint SlideShow |
| Mellen School | Mrs. Tanula | American Revolution - A Multimedia Presentation |
| Mellen School | Ms. Long | Animal Shelter Presentations on Multimedia Slide Show Software |
| Mellen School | Ms. Sheryl Hamilton | Presentations of Europe |
| MHLT School | | Practice |
| MHLT School | | Practice Project in Ashland |
| MHLT School | Adam Dewitt | Science for Sixth Grade - A Web Page |
| MHLT School | Ann Compton | Math Web |
| MHLT School | Candi Lucareli | The Under Story Of the Rainforest- A HyperStudio Presentation |
| MHLT School | Catherine Gelinas | A Software Quest-- Identifying Software in the IMC |
| MHLT School | Denise Wiza | Learning Math Through Geometry World |
| MHLT School | Kay Tait | The Rainforest - A New Adventure with a PowerPoint Presentation |
| MHLT School | Kim Widmer | The Desert- Social Studies 101-A PowerPoint Presentation |
| MHLT School | Mary Herrick | Sign Language - A HyperStudio Presentation |
| MHLT School | Mrs. Harr | The Forest Floor-PowerPoint Presentation |
| MHLT School | Mrs. Stein | Six Traits of Writing a Project of PowerPoint Presentation |
| MHLT School | Nancy Peterson | Rainforests -A PowerPoint Presentation |
| MHLT School | Natalie Sandberg | A Poetry Reading with Multimedia |
| MHLT School | Peg Steber | Banners For Kids |
| MHLT School | Sandy Roggow | Journey North - A PowerPoint Presentation |
| MHLT School | Sue Mortensen | Learn About the Rainforest-A PowerPoint Presentation |
| Northwestern Middle School | | Solving Fraction Equations Multiplying and Dividing |
| Northwestern Middle School | Jeff Olson | Diseases |
| Northwestern Middle School | Mike Ketola | Geometry- PowerPoint |
| Northwestern Middle School | Mr. G | End of the Year Slideshow |
| Northwestern Middle School | Mr. Gustafson | Antarctica |
| Northwestern Middle School | Mr. Jahn | Europe: A PowerPoint Presentation |
| Northwestern Middle School | Mr. Jahn | The Russia PowerPoint Game |
| Northwestern Middle School | Mr. Ketola | Intro to Kites- Geometry |
| Northwestern Middle School | Mr. Ketola | Probability and Gambling |
| Northwestern Middle School | Mr. Olsen | Graphs |
| Northwestern Middle School | Mr. Olson | The Body |
| Northwestern Middle School | Mrs. Keeler | Scanners |
| Northwestern Middle School | Nancy Bartman | Poetry |

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| Northwestern Middle School | Steve Gustafson | Class PowerPoint- PowerPoint |
| Northwood School | | |
| Park Falls High School | John Oswald | Reptiles |
| Park Falls High School | Mark Armstrong | The West |
| Park Falls High School | Michael Plemon | Park Falls Middle School Web Page |
| Park Falls High School | Mr. Kilmore | Exploring the Solar System--A Power Point Presentation |
| Park Falls High School | Mr. Oswald | The Circulatory System |
| Park Falls High School | Mrs. Higgins | Library PowerPoint Presentation |
| Park Falls High School | Mrs. Minnema | Study Skills 6 |
| Park Falls High School | Mrs. Pritzl | Math With Mrs. Pritzl |
| Phillips Middle School | Mr. Jasurda | JV Girls Softball Video |
| Phillips Middle School | Mr. Jasurda | Pom-Pons Video |
| Phillips Middle School | Mr. Jasurda | Power Lifting Video |
| Phillips Middle School | Mr. Jasurda | Winterfest Celebration |
| Phillips Middle School | Mr. Jasurda | Yearbook Video |
| Phillips Middle School | Trevor Raskie | Boys Basketball Video/Digital Pictures |
| Phillips Middle School | Trevor Raskie | Girl's Basketball Highlight Video |
| Phillips Middle School | Trevor Raskie | Physics |
| Solon Springs School | | |
| South Shore Jr/Sr High Scho | Frank Koehn | Bull Dog Terriers |
| South Shore Jr/Sr High Scho | Frank Koehn | Bull Terriers |
| South Shore Jr/Sr High Scho | Frank Koehn | Chameleons |
| South Shore Jr/Sr High Scho | Frank Koehn | Grizzly Bears |
| South Shore Jr/Sr High Scho | Frank Koehn | Monkey Madness |
| South Shore Jr/Sr High Scho | Frank Koehn | Tarantulas…The Biggest Spiders in the World. |
| South Shore Jr/Sr High Scho | Frank Koehn | Tigers of the World |
| South Shore Jr/Sr High Scho | Mr. Bird | Vietnam War PowerPoint |
| South Shore Jr/Sr High Scho | Mr. Bird | World War 1 |
| South Shore Jr/Sr High Scho | Mr. Koehn | Derek's mx Web Page |
| South Shore Jr/Sr High Scho | Mr. Koehn | Sweet Cars and Trucks |
| South Shore Jr/Sr High Scho | Mrs. Grossman | Principals Capinet Web Page |
| South Shore Jr/Sr High Scho | Tom Heffernan | Kj Art Page |
| Weston Elementary | | Book-Making Project |
| Weston Elementary | | The Presidents Project |
| Winter School | Mrs. Jewel & Mrs. Cliffor | The Third Grade Exchange |
| Winter School | Mrs. Johnson | Online School News Paper |