Teachers and Computer Technology Training
David Hofmeister, Central Missouri State University, USA; Gerry Peterson, Central Missouri State University, USA

The poster session provides an overview of the processes and materials used to advance the integration of computer technology into student learning in K-12 schools.

Results and conclusions from a Learning Software Design Competition
Brad Hokanson, University Of Minnesota, USA; Simon Hooper, University Of Minnesota, USA; Paul Bernhardt, University Of Minnesota, USA

The University of Minnesota’s Design Institute is sponsoring a competition to recognize the design of innovative educational software. The competition was open to professional and not-for-profit educational software designers in such areas as higher education, K-12 education and commercial training. Prizes will be given in each category, and entries for the competitions were due February 15, 2000. Winners of the competition were announced April 10, 2000. One of the competition’s goals is to establish a bank of exemplary educational software that can be examined by designers and students of educational software design. To facilitate this goal, winning designs (and others selected for inclusion) will be compiled and made available to the public. We will present the results of the competition in a workshop format at ED-MEDIA 2000. The intended audience is educators and practitioners in the field of educational technology.

Constructive Hypertext for Learning
Hsi-chi Huang, The Ohio State University, USA

This study focuses on teachers as designers using constructive hypertext and teachers' perspectives on the use of the World Wide Web in educational contexts and its implications. Constructive hypertext encourages the participants not only to be users of hypertext, but also to be designers of hypertext. The study describes the participants' experiences as designers and their thoughts on designing hypertext for learning. In designing Web-based hypertext learning environments, educators can make use of the Web from three approaches: the Web as a resource for information, the Web as a medium of expression-representation, and the Web as a space for dialogue. The distribution perspective takes advantage of the Web as an information network. The expression-representation perspective uses the Web as a space for publishing, and expressing ideas and creativity. The Web as a space for dialogue has the capacity to encourage and embrace different voices. To participate in the dialogue is to create voices. The dialogue space provides possibilities for students to converse and exchange learning experiences.

Internet Infrastructure with ATM for Small Countries; Case Studies
Necdet ICIL, Eastern Mediterranean University, TURKIYE

Rapid development on communication technologies, become easy to support QoS (Quality of Services) application on Internet. As a case study, North Cyprus which is a small country with 5 small cities, develop a project to connect all cities with ATM BackBone. The purposes of the project is to connect all the local government offices to the cities node and to use all multimedia and information facilities on the BackBone. All governmental documentation will be send electronically between the offices. Virtual meeting will be possible by using video conferencing facilities. Also all schools will connect to the Ministry of Education to use educational facilities which are prepared by the trainers.

NACSIS-ILL Distance Training System in IDLE Distance Learning Project
Tomo'o Inoue, National Institute of Informatics, Japan; Haruki Ueno, National Institute of Informatics, Japan

We have started the distance learning project named IDLE (Integrated Distance Learning Environment) in 1998. The primary motivation of beginning the project is to meet the social needs. There are not many practical and sustainable DL systems in Japan, while on the other hand DL is already recognized as a natural form of getting education in the US. Current core product of IDLE is NACSIS-ILL Distance Training System, a WWW based system for training NACSIS-ILL operators. NACSIS-ILL is a system that our institute offers to nearly 700 university libraries to support exchange of information for the inter-library loan service. Our institute also offers NACSIS-ILL Training Courses to train the staff in the inter-library loan sections of the participating libraries. We have put emphasis on its practicality in the project and applied DL to the training course. The system will be in actual use this year.