CyberARTS: A Integrated Arts Curriculum
Tito Faria, Don Mills Collegiate Institute, Canada; Sholom Eisenstat, Don Mills Collegiate Institute, Canada
The CyberARTS program is offered at a number of school sites in Toronto. CyberARTS uses a constructivist methodology to deliver visual integrated arts, media communication, computer technology and now Gr. 9 Geography credits. Students have constant access to labs of Macs and PCs and a range of peripherals. Teams of teachers work collaboratively creating and delivering the curriculum. Senior students complete the program with a co-op experience. Their placements include: Alias Wavefront, Web Feat, Apple, Microsoft, the Design Exchange and Nelvana. Our partners include: Waterloo University, Apple, Kodak, Rogers Cable and SoftImage. Our senior class was involved in designing and producing the first edition of “RE: DESIGN”, a web “zine” about design for teachers and students by students. www.dxnet.net. Currently a number of senior co-op students have placements at the Design Exchange where they are working on the website for Toronto’s Olympic bid. Our program has won an Apple School of Distinction Award and some of its teachers have won a 1999 Prime Minister’s Award for Achievement. We will focus on:
• problem oriented curriculum projects and units
• subject integration and authentic learning assessment techniques
• real-world connections and business partners

Managing Electronic Resources - Auto-registration for Distance Learning
Richard Fasse, Rochester Institute of Technology, US; Damon Betlow, Rochester Institute of Technology, US; Randy Overbeck, Rochester Institute of Technology, US
Electronic resources used in distance learning are often restricted to registered students through login ids and passwords. As electronic resources proliferate, so do the problems with managing these accounts for both students and administrators. One option is a form of auto-registration with “course keys” that allows users to select their own login id and password, but restricts registration to only those who received the “course key” in a handout or email.

Interactive Training Materials for Early Childhood Educators: Cases, Tools, and Reflection
Gail Fitzgerald, University of Missouri-Columbia, USA; Louis Semrau, Arkansas State University, USA
Materials to assist early childhood educators in working with young children with behavioral problems are currently in high demand. Multimedia programs offer an effective method for providing instruction based on authentic cases for developing necessary knowledge and skills. In the multimedia program, "Trisha," users can seek professional knowledge from an information database, watch Trisha in multiple settings, interview her teachers and other care providers, read case records, listen to expert commentators discuss theoretical approaches and care recommendations, and carry out a series of real-world activities related to Trisha’s needs. Following problem-solving activities, users engage in a series of reflective prompts to review their decisions based on best practices. The program contains electronic performance support tools that can be used within the program as well as in actual job situations. "Trisha" is designed for implementation with workers in childcare settings and preservice courses. Additional information is available at http://www.coe.missouri.edu/~vrcbd/.

Integrating computer ethics into the computer science and computer engineering curricula
John Fodor, Educational Media Resources, Inc., USA
This demonstration will show how to integrate computer ethics into the computer science and computer engineering curricula by using the interactive CD-ROM Understanding Computer Ethics. (UCE was made possible by grants from the National Science Foundation and has won AXIEM, Communicator and International CINDY Awards.) We will discuss such topics as computer privacy, computer security, ownership of intellectual property, software piracy, hacking and professional responsibility. We will examine ways of developing skills, sensitivities, and understandings to “human value” issues and problems raised by computing and information technologies, including ways to elicit more reflective performance understandings. We will analyze four ways specific ways of integrating computer ethics into the computer science and computer engineering curricula:
1) as a stand-alone class,
2) incorporating computer ethics into existing cs & ce classes,
3) as part of a capstone senior project, and
4) as an independent study class.