Generation Y
2001-2002 Evaluation Data

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

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This report includes data from the following schools:

CESA 12 - Wisconsin

Ashland Middle School, Ashland School District

Bayfield School, Bayfield School District

Drummond Elementary School, Drummond Area SD

Dupont Middle School, Washburn School District

Glidden School,

Hayward Interm. School, Hayward Community School District

Hurley High School, Hurley School District

Lincoln Jr. High School (Park Falls), Park Falls School District

Mellen School, Mellen School District

Northwestern Middle School, Maple School District

Northwood School, Northwood 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

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.
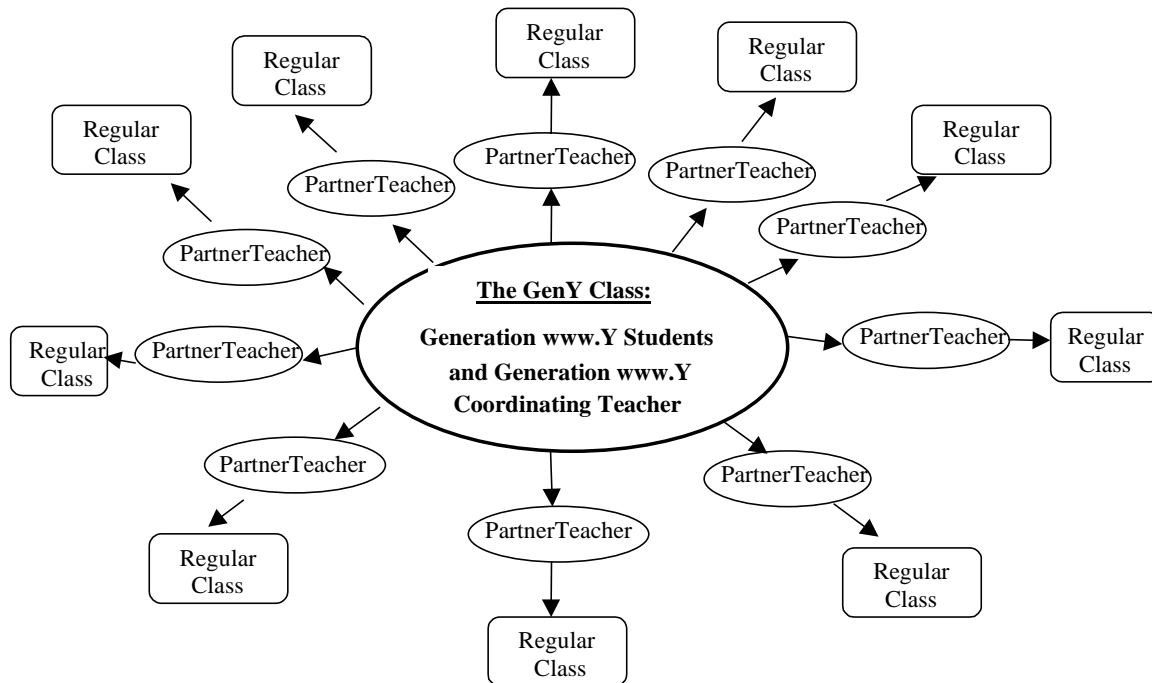
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who 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

Regular Class

Regular Class

Regular Class

Regular Class

Regular Class

Regular Class

PartnerTeacher

PartnerTeacher

PartnerTeacher

PartnerTeacher

PartnerTeacher

The GenY Class:

Generation www.Y Students and Generation www.Y Coordinating Teacher

PartnerTeacher

Regular Class

Regular Class

PartnerTeacher

PartnerTeacher

PartnerTeacher

Regular Class

PartnerTeacher

Regular Class

Regular Class

Regular 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

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?	7.2
How many collaborative projects were begun by your students?	6.1
How many projects were completed?	6.1
How many projects were delivered to a partner teacher's class?	5.3

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?	0.0	18.2	18.2	36.4	27.3
How difficult was it to make good matches between those teachers and your Generation Y students?	0.0	0.0	36.4	27.3	36.4
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	0.0	36.4	45.5	9.1	9.1
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	0.0	18.2	45.5	36.4	0.0

(percentages of approximately 12 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.	9.1	36.4	36.4	9.1	9.1
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	9.1	72.7	9.1	9.1	0.0
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.	18.2	36.4	45.5	0.0	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.	18.2	36.4	18.2	27.3	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.	0.0	45.5	36.4	18.2	0.0
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	0.0	40.0	40.0	20.0	0.0

(percentages of approximately 12 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.	54.5	45.5	0.0	0.0	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	81.8	9.1	9.1	0.0	0.0	0.0
The GenY model is a good way for students to learn technology skills.	72.7	18.2	9.1	0.0	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	45.5	54.5	0.0	0.0	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	0.0	36.4	63.6	0.0	0.0	0.0
The GenY central office staff has been responsive and helpful when I have requested assistance.	27.3	54.5	9.1	0.0	0.0	9.1
The GenY Curriculum Guide has been very useful to me in delivering the course.	9.1	36.4	36.4	0.0	18.2	0.0
The GenY Student Workbook has been very useful to me in delivering the course.	9.1	27.3	36.4	9.1	18.2	0.0
The GenY CD has been very useful to me in delivering the course.	9.1	9.1	27.3	45.5	9.1	0.0
The GenY Video has been very useful to me in delivering the course.	9.1	36.4	45.5	9.1	0.0	0.0
The GenY Website has been very useful to me in delivering the course.	27.3	18.2	27.3	18.2	9.1	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	0.0	50.0	10.0	20.0	10.0	10.0
The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course.	0.0	50.0	20.0	20.0	0.0	10.0
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.	0.0	36.4	45.5	18.2	0.0	0.0
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	9.1	36.4	27.3	27.3	0.0	0.0
We will continue to offer Generation Y classes at our school in the future.	30.0	30.0	40.0	0.0	0.0	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.	18.2	18.2	18.2	9.1	27.3	9.1

(percentages of approximately 12 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 240 reporting)
Male	55.0
Female	45.0

Table 6
Participating Generation Y Students by Ethnicity

Ethnicity	Percentage of Students (of 234 reporting)
Caucasian	84.2
African American	0.4
Hispanic	1.7
Asian	1.3
Pacific Islander	2.1
Native American/Native Alaskan	7.7
Other	2.6

Table 7
Computer Access at Home by Generation Y Students

At home do you have access to:	Yes	No
A computer	85.1	14.9
The Internet	75.4	24.6
Send and receive email	71.8	28.2

(percentages of approximately 251 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	60.0	26.4	4.3	0.0	9.4
At school	51.5	31.1	11.5	3.8	2.1

(percentages of approximately 241 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	7.9	12.0	30.7	49.4
Search the Internet	1.6	4.1	22.6	71.6
Send and receive email	12.3	12.8	18.1	56.8
Use PowerPoint or other presentation software	35.7	17.4	27.0	19.9
Troubleshoot basic computer problems	36.5	20.3	28.2	14.9
Use a scanner to digitize a picture	35.6	23.0	25.9	15.5
Use a digital camera	28.8	22.1	25.4	23.8
Create a web page or web site	43.1	23.8	24.3	8.8
Touch-typing at least 15 words/minute	11.9	21.2	30.5	36.4

(percentages of approximately 241 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	57.9	9.1	14.5	9.5	9.1
Language Arts, Reading or English	20.9	9.2	29.7	17.2	23.0
Science	28.6	17.2	25.6	12.2	16.4
Social Studies, Geography or History	32.5	12.7	26.2	12.2	16.5

(percentages of approximately 242 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	16.7	29.8	20.2	13.1	20.2
Using word processing software	6.0	38.1	2.4	16.7	13.1
Searching the Internet	2.4	26.2	26.2	21.4	23.8
Sending and receiving e-mail	14.3	40.5	16.7	11.9	16.7
Using PowerPoint or other presentation software	6.0	23.8	26.2	28.6	15.5
Troubleshooting basic computer problems	27.4	41.7	20.2	4.8	6.0
Using a scanner to digitize a picture	19.0	48.8	20.2	4.8	7.1
Using a digital camera	11.9	41.7	27.4	9.5	9.5
Creating a Web page or Web site	41.5	30.5	17.1	3.7	7.3

(percentages of approximately 101 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	31.2	16.9
GenY student helped other students search the Web for information on a class topic	33.8	2.6
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	90.9	58.4
GenY student taught technology skills to a teacher	72.7	6.5
GenY student taught technology skills to other students	42.9	7.8
Other	16.9	7.8

(percentages of approximately 77 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?	26.2	15.4	58.5

(percentages of approximately 65 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.	68.7	21.7	4.8	0.0	4.8
I am proud of my project.	53.0	37.3	2.4	0.0	7.2
As a result of my project, other students learned about technology.	18.3	31.7	11.0	2.4	36.6
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	36.1	33.7	4.8	3.6	21.7
The feedback about my project proposal I got online was helpful.	13.4	26.8	13.4	2.4	43.9
My partner-teacher's expectations of me were clear and realistic.	34.9	50.6	2.4	0.0	12.0
My partner-teacher was able to meet with me regularly.	19.5	47.6	20.7	1.2	11.0
My partner-teacher and I worked together well as a team.	27.7	49.4	4.8	0.0	18.1
Overall, Generation Y was a good experience.	65.1	26.5	2.4	1.2	4.8

(percentages of approximately 83 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.	41.7	55.0	3.3
You use computers for personal business, learning, or fun.	31.7	68.3	0.0
You use e-mail.	21.7	78.3	0.0
You use the World Wide Web.	35.6	64.4	0.0
Your students use computers during your classes.	50.0	50.0	0.0
Your students use computers outside of class to complete assignments for your class.	41.7	58.3	0.0

(percentages of approximately 60 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	41.7	58.3	0.0
Integrating computers into the curriculum	69.5	30.5	0.0
Helping students use computers	46.7	53.3	0.0
Using e-mail	16.7	83.3	0.0
Using the World Wide Web	27.1	72.9	0.0

(percentages of approximately 60 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?	33.3	36.7	16.7	13.3

(percentages of approximately 60 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.	62.7	33.9	1.7	1.7
My student-partner's project was of high quality.	50.8	44.1	3.4	1.7
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	67.2	22.4	8.6	1.7
I would like to continue developing or refining this project in the future.	66.1	23.7	6.8	3.4
Choosing a project was relatively easy.	51.7	39.7	8.6	0.0
My role as a partner-teacher was clear to me.	47.5	45.8	5.1	1.7
As a consequence of Generation Y, I learned more about technology.	41.4	39.7	17.2	1.7
As a consequence of Generation Y, my students learned about technology.	44.1	50.8	3.4	1.7
As a consequence of Generation Y, my students learned about some content area.	49.2	45.8	3.4	1.7
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	69.5	27.1	1.7	1.7
My experience in Generation Y this semester will change the way I teach some lessons in the future.	69.5	27.1	1.7	1.7
I would like to work with another Generation Y student in the coming year.	35.6	50.8	11.9	1.7
I will continue rebuilding my lesson plans to make more use of educational technology.	57.6	39.0	1.7	1.7

(percentages of approximately 60 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.	74.1	25.9	0.0	0.0	65.8	0.0	34.2
Technology facilitates positive changes in classroom teaching and learning practices.	65.5	32.8	1.7	0.0	56.8	0.0	43.2
I want to learn more about using new technologies.	62.7	37.3	0.0	0.0	73.5	2.9	23.5

(percentages of approximately 60 reporting)

Project List

Table 20
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Ashland Middle School		Elves - A PowerPoint
Ashland Middle School	Mr. Cline	Storms - A WebQuest
Ashland Middle School	Mr.Graff	7th grade scrapbook - A PowerPoint presentation
Ashland Middle School	Mrs. Carlson	A Day in the Life of a Sixth Grade Student - A PowerPoint Presentation
Ashland Middle School	Mrs. Sill	Math PowerPoint
Ashland Middle School	Ms. Boyd	Civil Rights
Ashland Middle School	Ms. Jan	D.A.R.E.
Ashland Middle School	Ms. Thorp	Reader's Workshop Database
Ashland Middle School	R Sobolewski	Math Project
Bayfield School	Anne Lacy/Sheri Milburn	Bayfield School Fifth Grade Web Site
Bayfield School	Carol Kouba	La Point Community PowerPoint Presentation
Bayfield School	Carol Sowl	An Electronic Field Guide
Bayfield School	Julie Stryker North	Multimedia in Performance
Bayfield School	Ron Peckham	Health Center
Bayfield School	Sally Bergerud	Masks and Me slide show
Bayfield School	Seri Demorest	PowerPoint Book Review
Drummond Elementary Scho	B. Bloomquist	DARE Graduation iMovie
Drummond Elementary Scho	Carol Reithel	Fourth Grade Mrs. Reithel's Web Page
Drummond Elementary Scho	Coravis	Wolves
Drummond Elementary Scho	Edith Johnson	Fourth Grade Happenings 2001-2002
Drummond Elementary Scho	Heather Best	Dinosaur Slides
Drummond Elementary Scho	Jackie Kruse	Life on a Farm
Drummond Elementary Scho	Kathy Bergin	First Grade Farming
Drummond Elementary Scho	Mrs. Bonney	4k Graduation Slide Show
Drummond Elementary Scho	Mrs. McMiller	Mrs. McMiller's 6th Grade Web Page
Drummond Elementary Scho	Mrs.Bloomquist	Elementary Electronic Yearbook 2001-2002
Drummond Elementary Scho	Ms.Davies	Ms. Davies 6th grade Web Page for Parents and Students
Dupont Middle School	Mr. Dudley	How to Teach Students to Make a Slide Show
Dupont Middle School	Mr. Kirsten	A Wrinkle In Time
Dupont Middle School	Mr. Kirsten	Make Your Own Folk Tale
Dupont Middle School	Mr. Klein	China PowerPoint Presentation
Dupont Middle School	Mrs. Kucinski	Classifying Matter
Dupont Middle School	Mrs. Kucinski	Melting and Boiling
Dupont Middle School	Mrs. Pederson	PowerPoint Presentation
Dupont Middle School	Mrs.Fenner	In The World of Science
Dupont Middle School	Olaf Kirsten	Island of Blue Dolphins
Dupont Middle School	Olaf Kirsten	Number The Stars
Dupont Middle School	Olaf Kirsten	PowerPoint Poems
Dupont Middle School	Paul Dudley	Spanish Web Page
Dupont Middle School	Vicki Hay	Math
Glidden School		
Hayward Interm. School	Barb Kirley	Mars: A PowerPoint Presentation
Hayward Interm. School	Ben Anderson	History of Traffic on Main Street: A Virtual Museum Project
Hayward Interm. School	Char Kirchner	Rocks and Minerals Scavenger Hunt - A PowerPoint Presentation
Hayward Interm. School	Chris Koos	State Report Process: A PowerPoint Presentation
Hayward Interm. School	Dave Gustafson	Dinosaurs: A Student PowerPoint Presentation
Hayward Interm. School	Elizabeth Crawford	Minnesota: State PowerPoint Presentation

Hayward Interm. School	Jeannette VanRoy	Wisconsin Immigration: A PowerPoint Presentation
Hayward Interm. School	Judy Gould	Early Pioneers: A PowerPoint Presentation
Hayward Interm. School	Kim Helander	Early Pioneers: A PowerPoint Presentation
Hayward Interm. School	Lynn Syverson	Wisconsin Immigration: A PowerPoint Presentation
Hayward Interm. School	Tim Gardner	Student Projects Web Page
Hurley High School	Diane Okrongly	Web Scavenger Hunt on Earthquakes
Hurley High School	Mrs. Leino	Treasure Island
Hurley High School	Mrs.Kolpin	Where Our Ancestors Came From
Hurley High School	Mrs.Krone	PowerPoint Presentation: Geographic Glossary
Lincoln Jr. High School (Par	John Oswald	The Moon
Lincoln Jr. High School (Par	Mark Armstrong	Augustus and Julius Caesar
Lincoln Jr. High School (Par	Mr. Pollock	Christmas Traditions
Lincoln Jr. High School (Par	Mrs. Minnima	Newsletter on Microsoft Publisher
Mellen School	Jerry Acosta	PowerPoint Presentation: Cubism
Mellen School	Keith Oschner	Roman Life
Mellen School	Mr. Neibauer	English Smarties
Mellen School	Pamela Richardson	Newton's Law of Cooling
Mellen School	Sheryl Hamilton	PowerPoint Presentation: Life as a Jew in Auschwitz
Northwestern Middle School	Michael Jahn	Web Site Development
Northwestern Middle School	Mike Jahn	The Earth's Continents
Northwestern Middle School	Mr. Coenen	The Diary of Anne Frank
Northwestern Middle School	Mr. Gustafson	Fairy Tales
Northwestern Middle School	Mr. Ketola	Geometry (PowerPoint)
Northwestern Middle School	Mr. Ketola	The Magic of Magnetism - A PowerPoint Presentation
Northwestern Middle School	Mrs.Bartman	The Constitution
Northwestern Middle School	Mrs.Leland	Geometry
Northwestern Middle School	Sue Enright	Something You Like
Northwood School	David Rankila	Data Transfer of MP3's and Creation of Music Library
Northwood School	Mr. Steve Hanford	PowerPoint Presentation: Masonry-Introduction to Brick Construction
Northwood School	Mrs. Radtke	Beginning of World War 2-PowerPoint Presentation
Northwood School	Phylis Woebke	Measuring Skills: A PowerPoint Presentation
Northwood School	Steve Hanford	Multimedia Chapter Review Using PowerPoint
Phillips Middle School	Floyd Mootz	PowerPoint Presentation on Native Americans and the Plains
Phillips Middle School	Lorraine Hoster	Capitalization Rule Book
Solon Springs School	Barry Donohoo	Math 8 Problem Solving.
Solon Springs School	Lydia Lewis	Pen & Sword
Solon Springs School	Mr. Burger	Sign Recognition
Solon Springs School	Mrs. Leitha	7th/8th Grade Genetics
Solon Springs School	Mrs. Zosel	Gen YES Project
Solon Springs School	Mrs.Osterhues	Log and Sod Homes Video
South Shore Jr/Sr High Scho	F. Koehn	Aeropostale Web Page
South Shore Jr/Sr High Scho	F. Koehn	Dirtbikes and the Riders, Travis Pastrana and Jeremy Mcgrath
South Shore Jr/Sr High Scho	F. Koehn	Sportcars
South Shore Jr/Sr High Scho	Frank Koehn	Shannara
South Shore Jr/Sr High Scho	Frank Koehn	Snowmobiles
South Shore Jr/Sr High Scho	Mr. Gustafson	Dogs
South Shore Jr/Sr High Scho	Mr. Koehn	Fourwheelers
South Shore Jr/Sr High Scho	Mr. Koehn	Hunting Sites
South Shore Jr/Sr High Scho	Mr. Koehn	Puerto Rico
South Shore Jr/Sr High Scho	Mr. Koehn	Ski Doo Snowmobiles
South Shore Jr/Sr High Scho	Mr.Koehn	Colombia-Internet
South Shore Jr/Sr High Scho	Mr.Koehn	Horses/ hyperstudio
Winter School	Mr. Brown	Princess Pine Second Grade Yearbook
Winter School	Mrs. Jewel	E-Mail Pals
Winter School	Ms Bacher	Math Jeopardy