



## What is the e-train express?

Western Kentucky University's College of Education and Behavioral Sciences has received a Grant from the United States Department of Education. The project funded by this grant, called e-train express, is implementing programs and strategies that increase the number and quality of new teachers who are highly effective in using technology to facilitate, assess and communicate learning for all students.

Since only 20% of current teachers feel comfortable using technology in their classrooms and over two million new technology proficient teachers will be needed in the next decade, Western Kentucky University (WKU), along with partner schools [schools in the 28 districts of the Green River Regional Educational Cooperative (GRREC)], the Compass Learning Corporation and NetTango are implementing programs and practices designed:

- To ensure that all teachers who graduate from our teacher education program can use technology to increase student achievement;
- To ensure that all graduates can use technology to assess student learning;
- To ensure that all university faculty from both teacher education and the arts and sciences departments can



model effective technology-assisted instruction for prospective teachers;

- To ensure that electronic portfolios are used as the primary means of gathering data used in the evaluation of teacher performance; and
- To set up an electronic clearinghouse that will give teachers and teacher educators throughout the country access to exemplary technology-assisted lesson plans and assessments.

Western Kentucky University believes that technology has the potential to make teaching and learning far more efficient than in the past. Technology not only gives people access to new information, it gives them more opportunities to work together. E-train express enables WKU to integrate technology in teacher preparation courses and use technology to spread the best practices that develop from them.

Programs offered through e-train express include:

- An array of faculty development opportunities; mixing teacher educators, arts and science faculty and P-12 teachers to mentor teacher candidates;
- Annual technology conferences
- Summer technology institutes;
- Mindstorm media mini-grants;
- Wide use of electronic portfolios for preservice and P-12 teaching and learning; and
- Requiring all graduates to demonstrate technology rich teaching units that meet the National Educational Technology Standards.



## PROGRAM

7:30 - 8:30	TPH Auditorium (Front)– TPH 132 Breakfast / Registration		
8:30 - 9:00	TPH 134 Introductions; brief remarks by President Ransdell, Provost Burch, and Dean Evans; and overview of e-train by Leroy Metze		
	TPH 133	TPH 134	TPH 129
9:00 - 9:30	Come Blog with Me: Web-logs in Instruction and Professional Development	CSI WKU	Palm Pilots
9:35 - 10:05	Weblogging On The Cheap	Student-Produced Videos for Engagement and Active Learning	Integrating Technology into Preschool and Primary Lesson Plans
10:05 - 10:20	Break		
10:20 - 10:50	Using pre-class questions to engage students	Preparing for One-to- One Computing	
10:55 - 11:25	Plagiarism Website	<i>This Session is 1 hour</i>	
11:30 - 12:00	Using Databases and Spreadsheets in Your Classroom	Linear Story Telling Using Still and Audio Medium	Developing meaningful online discussions
12:00 - 1:00	TPH 132 Lunch		
1:00 - 1:30	Online Teaching and Best Practices in Undergraduate Education	E-Folios on CD-ROM	S.W.I.F.T Students Will Integrate Field-Based Technology
1:35 - 2:05	Use of Technology to Enhance Web-Course Instruction	WEB Based Portfolios and Accountability	



2:05 - 2:20	<b>Break</b>		
2:20 - 2:50	<b>Use of Technology to Increase Accessibility to the Core Content in Regular Education</b>	<b>Foreign Languages Resources WEB Page</b>	<b>Web Resources for Online Interactive Exercises</b>
2:50 - 3:05	<b>Break</b>		
3:05 - 4:30	<b>TPH 134</b> <b>Welcome New Advocates, Goal Setting and Team Building</b>		



## Presentation Abstracts

<b>9:00 – 9:30</b>	
<p><b>Come Blog with Me: Web-logs in Instruction and Professional Development by Charmaine Mosby and Terry Elliott, WKU English</b></p>	<p>A hallmark of teachers (at all levels) is their dedication to promoting critical thinking and self-directed learning--in other words, to creating interactive learning environments in which students' interest is built as their creativity is challenged. The Etrain-Express project brings together educators (P-university) exploring ways of achieving those goals and thus preparing students for the occupations and avocations they will pursue in the 21st century.</p> <p>Our sample blog, LitTeach, is an E-train initiative whose purpose is to encourage the use of weblogs in teaching literature and writing at every level from primary to university. We have developed blogs and blog templates suitable for use in literature and writing classes because those are our areas of expertise. We intend to expand our project to include areas such as English as a Second Language, Linguistics, Technical Writing, and Reading (an area Robert Smith will explore in his presentation). We hope our audience will join our blog and add your individual creativity and enthusiasm to this project.</p> <p>Our students may think of blogs as vehicles for personal or political expression, but many of them regularly read one or more blogs, and even more of them engage in text messaging. Let's direct that creative energy toward learning.</p>
<p><b>CSI WKU by Pitt Derryberry, WKU Psychology; Inma Pertusa, WKU Modern Languages; Steve Wininger, WKU Psychology; Rick Grieve, WKU Psychology; Judith Szerdahelyi, WKU English; Rich Patterson, WKU Consumer &amp; Family Sciences; and Patty Silfies, WKU Consumer &amp; Family Sciences</b></p>	<p>This presentation will document the creation of a video-based pedagogical aid designed to improve students' understanding of how to write a research paper. The video uses the lure of the popular TV series "CSI" to help students understand the steps and tools needed for producing a good research paper.</p>



<p><b>Palm Pilots by Janice Ferguson, WKU Special Instructional Programs</b></p>	<p>During this session the presenter will describe the issues and solutions in requiring students to use PDAs in their classes.</p>
<p><b>9:35 – 10:05</b></p>	
<p><b>Weblogging On The Cheap by Ken Payne, WKU Journalism and Broadcasting</b></p>	<p>Face it – weblogging is almost passé these days. Moblogs, the ability to post to a weblog remotely via mobile media device (cell phone, Pocket PC, etc) has peaked. And podcasting, the latest reason to justify the high purchase price of an iPod, is “all that and a bag of potato chips.”</p> <p>Did academia miss something? Were we supposed to teach this stuff – incorporate the technology and culture into our traditional curriculum? Are our students secretly blogging behind our backs? And, even if we wanted to – what’s the magic behind all this technology madness? How much does it cost - and where do you buy it even if you find the money!</p> <p>If this scenario sounds familiar, maybe our experiences, and failures, at Western Kentucky University’s School of Journalism &amp; Broadcasting can help. This presentation reveals that you don’t have to spend a bucket of money and waste months of time in setting up your own environment for weblogging/ moblogging/ podcasting (W/M/P) success.</p>
<p><b>Student-Produced Videos for Engagement and Active Learning by Judith Szerdahelyi, WKU English</b></p>	<p>The purpose of this presentation is to explore some pedagogical possibilities of using video assignments for student engagement and active learning. In our digital age, educators often talk about the need to integrate multiple literacies and visual communication in the writing classroom, as the essential requirements for living and learning in the 21st century. Student-produced video projects can enhance teaching and learning in any classroom regardless of discipline. The presentation will include some ideas and strategies to design multimedia assignments. It will also show some examples of the movies that students created in their courses.</p>
<p><b>Integrating Technology into Preschool and Primary Lesson Plans</b></p>	<p>This presentation will provide an overview of a collaboration between four public school teachers and two university faculty to integrate the use of technology into the implementation of a literacy lesson plan across preschool and primary classrooms. A document camera, projection of</p>



	<p>a Powerpoint presentation, and a smart board, were used to develop and implement lesson plans across the 3 to 7 year age span using Ezra Jack Keats' book, <i>/A Snowy Day/</i>. In addition, the implementation of these plans was recorded for purpose of developing a DVD for parents on how to assist young children in developing literacy skills. The DVD, <i>Read With Me</i>, will be presented which illustrates how the technologies were utilized in the implementation of lesson plans.</p>
<b>10:20 – 11:25</b>	
<p><b>Preparing for One-to-One Computing by Susan Smith, Daviess County Public Schools</b></p>	<p>The Daviess County Public School system has embarked on a project to provide laptop computers to all high school students in the next three years (eLearning). These laptops will be available to students 24/7. Learn about the planning process that they have undergone. Elements that will be covered are: funding, infrastructure, vendor choice, policies, teacher and student training, impact on curriculum and support.</p>
<b>10:20 – 10:50</b>	
<p><b>Using pre-class questions to engage students by Scott Bonham, WKU Physics</b></p>	<p>How can you help your students come to class better prepared? How can you know what they do and don't understand to better use class time? How can you hear what all of your students have to say, even the quiet ones? How can you communicate that you care what each has to say, and they are not the only one struggling? How can you find out about emerging problems and nip them in the bud? Just-in-Time-Teaching pre-class questions is a simple technique that addresses all of those issues, and can be used in almost any subject. In this approach, students electronically submit responses to questions presented on the web before class. The instructor grades them on effort and uses them to start and guide the classroom presentation. In this session I will discuss the what, why and how of pre-class questions with examples from my own teaching.</p>
<b>10:55 – 11:25</b>	
<p><b>Plagiarism website by Cassie Zippay, WKU Veterans Upward Bound</b></p>	<p>This session will describe the development of and demonstrate a website containing resources relevant to plagiarism.</p>



**11:30 – 12:00**

<p><b>Using Database and Spreadsheets in Your Classroom by Marge Maxwell, WKU Special Instructional Programs</b></p>	<p>Are you interested in learning how to use databases and spreadsheets in teaching? You can use spreadsheets for demonstrating numerical concepts, creating charts and graphs, solve problems, sports statistics, weather data, energy usage, measurement and precision; time and distance problems, and the list goes on. You can use databases to enhance inquiry and higher level thinking skills development by allowing faster and easier access to and manipulation of data. You can teach students to hypothesize, search, interpret, and generalize data from databases such as the solar system, endangered animals, civil war battles, national parks, nobel prize winners, Titanic passengers, and many more. This session is appropriate for teachers from intermediate grades through university.</p>
<p><b>Linear Story Telling using still and audio medium by Tim Broekema, WKU Journalism and Broadcasting</b></p>	<p>I have produced a large amount of work using still photographs and location audio to tell stories about communities and events. Some of these projects are meant for online distribution while some projects are for installation shows or DVD presentations.</p> <p>To see examples of some of our students work directed by myself please link to <a href="http://www.mountainworkshops.org">http://www.mountainworkshops.org</a> or <a href="http://www.emotionworkshop.org">http://www.emotionworkshop.org</a>. These are prime examples of the team approach to building projects of this magnitude. As many as 30 people can be involved at any given time to produce a project like this on deadline.</p> <p>This form of narrative is driven by the increasing familiarity with computer publishing software like Macromedia Flash, Final Cut and Studio Pro. The projects we create are used to reveal the character of a particular person, place or event while maintaining our journalistic integrity.</p>
<p><b>Developing meaningful online discussions by Bill Greenwalt, WKU Counseling and Student Affairs</b></p>	<p>This presentation describes how to develop online discussion forums using Blackboard. Using seven fundamental principles of student engagement the presenter will discuss strategies that inspire students to become engaged in the learning process. Students learn how to initiate and self monitor the discussion forums. The Instructor provides the structure and parameters for student engagement. This process has been refined over six years of online instruction.</p>



1:00 – 1:30	
<b>Online Teaching and Best Practices in Undergraduate Education by George Kontos, WKU Community College</b>	The seven principles for good practice in undergraduate education are reviewed, the use of technology, especially web-based technology, to implement these principles in teaching is examined, and an example of such an implementation in an online class taught at a community college is discussed.
<b>E-Folios on CD-ROM by Cliff Shaluta, WKU Journalism and Broadcasting</b>	Seniors on the Account Service track in the Advertising Program are required to take a capstone course entitled JOUR 446 Campaigns. The Campaigns class works on a national case project assigned by the American Advertising Federation. Campaigns students also work with other students in the advertising print design and interactive design classes to develop creative executions for the competition entry.  Additionally, Campaigns students are required to assemble an electronic portfolio of their work including the case project, other writing samples, a resume and a cover letter during the class. We developed a "shell" CD-ROM portfolio so that students could easily place their materials in an interactive format. The CD-ROM's are used by faculty and outside evaluators for assessment purposes and students have successfully used the CD's in their job search efforts.
<b>S.W.I.F.T Students Will Integrate Field-Based Technology by Kathi Matthew &amp; Lisa Murley</b>	<b>Etrain advocates will report on the methods and procedures used to enhance the use of technology with undergraduate students in the field-based classroom settings. Video recording to review lesson planning, electronic lesson planning, and the Jeopardy template will be explained along with other techniques.</b>
1:35 – 2:05	
<b>Use of Technology to Enhance Web-Course Instruction by Frank Kersting and Barbara Brindle, WKU Communication Disorders</b>	When a university program decides to offer a web-based program, there are many considerations the administration and faculty must make. This presentation has data pertaining to student satisfaction, perception of class interaction, use of Tegrity technology, and Praxis pass rate. Data indicate that students are satisfied and the ASHA pass rate is above the norm.
<b>WEB based portfolios and accountability by Tony Kirchner, WKU Educational</b>	This session will describe the development and implementation of a nationally recognized, WEB based accountability system. The system includes an Electronic Portfolio System and is capable of tracking students from the



<p><b>Technology; Pam Petty, WKU Special Instructional Programs; and Leroy Metze, WKU Educational Technology / Psychology</b></p>	<p>time they enter a Program until several years post graduation.</p>
<p><b>2:20 – 2:50</b></p>	
<p><b>Use of Technology to Increase Accessibility to the Core Content in Regular Education by Nedra Atwell, WKU Special Instructional Programs; Connie Miller, Moss Middle School; Paula Borland, and Pam Coe, Caveland Educational Support Center</b></p>	<p>Technology can increase accessibility to the core content in a regular ed. classroom for students diagnosed with mild, moderate, and severe disabilities. The "Special ED Techs" will present a video demonstrating the use of technology to increase accessibility for students with disabilities at the middle school level. The demonstration of classroom teaching with technology will increase the understanding and replication of technology integration. Use of the technologies involved will be covered and include IntelliKeys; Overlay Maker; Read &amp; Write software; Palm software; document camera; smart board, alpha Smart, and video streaming.</p>
<p><b>Foreign Languages Resources WEB page by Nathan Love, WKU Modern Languages</b></p>	<p>This presentation will describe the development of and resources on the Foreign Languages WEB page. This page provides resources for Foreign Languages Teachers in P-12 and University settings.</p>
<p><b>Web resources for online interactive exercises by Inmaculada Pertusa, WKU Modern Languages</b></p>	<p>While course management systems such Blackboard and WebCT offer very sophisticated assessment tools that allows instructors to develop basic online exercises for their courses, these systems are not free, and only institutions that subscribe to this type of system are able to take advantage of these great tools. Also, Blackboard and WebCT limit instructors to a set of exercises that have to be access using their own interface. This presentation will introduce participants to several web resources freely available and easy to use to develop online interactive exercises for their courses outside of course management systems. I will demonstrate how to create several types of exercises and how to integrate them in simple web pages.</p>



## 2004-2005 e-train Teams and Goals

Team Goal	Advocate name	Personal goal
Create an interactive presentation that incorporates multimedia components, including video and PowerPoint.	Sherry Powers, Scheduler	Learn and develop skills for video editing and develop CDs and DVDs of clinical examples of reading diagnosis and intervention practices/strategies that students can access on-line; transfer VHS (videos) onto DVDs for instructional purposes.
	Mary O'Phelan, Monthly Progress Reporter	Electronic syllabi, use document camera.
	Bud Schlinker, Researcher	Electronic syllabus; use the document camera.
	Cassie Zippay, Co-Team Leader*	Develop a more interactive syllabus that incorporates video clips of modeled literacy strategies; develop (improve my abilities) webquests.
	Brittany Butler, Co-Team Leader*	Develop a more interactive syllabus that incorporates video clips of modeled literacy strategies; develop an interactive on-line library orientation for students; develop a webquest.
Create a weblog for literature teachers, which would also serve as a model for use in our courses as well as in P-12 settings.	Terry Elliott, Team Leader*	I am interested in: 1) weblogs 2) wikis 3) digital video and video streaming (4) interactive syllabi, 5) html (Dreamweaver)
	Tony Norman	Using e-listen; weblogging (blogging); interactive syllabus
	Kelly Reames, Recorder	
	Charmaine Mosby, Communications Specialist	Learning more about weblogs; learning more about video-editing; applying other techniques to Praxis review and E200; learning more about web design and interactive syllabi; continuing integration of technology and language arts learning goals.
	Bob Smith, Research Coordinator	Revamp on-line course structure with WebQuests; develop on-line surveys; learn more, etc.
	Melanie Keeling, Compiler 1	



	Bill Madison, Compiler 3	
Demonstrate the value of technology use in meeting the needs of our school and community by creating a web site that will serve as a tool for disseminating information to the community, a resource for curriculum enrichment, and a publishing center for student work.	Debbie Mayes, Team Leader*	To develop an interactive web site for our school.
	Bonnie Honaker, Recorder	Develop a website (perhaps for curriculum) but definitely to display student work so other students could comment on their peers.
	Sandra Young, Monthly Progress Report	I would like to enhance my skills to create an interactive website for our school.
	Linda O'Driscoll, Communication Person	Develop an interactive website for our school.
	Frank Benton, Researcher	I would like to create an interactive website for our school.
	Sheila Cunningham, Researcher	Develop interactive website to assist students in enrichment and remedial work and disseminate information.
Create electronic maps with "roll-over" image capabilities - Applications for maps of Paris and of a P-12 library.	Nathan Love, Team Leader*	Creation of a map of Paris with roll-over links to documents, pictures and websites; allow students to do French exercises on-line and submit completed exercises with text and sound to me as instructor.
	Marion Napier, Co-Team Leader*	Would like to develop an interactive, on-line library orientation for school webpage.
	Beth Christian	Redesign homepage and on-line course syllabi and supports. Effectively use Logitech Pen in Block 1 field. Use e-wear camera with Block 1 field. Create interactive map of effective literacy classroom. Learn to use new technology that Leroy and Pam presented. Present assistive technology to LTCY 320 and 420 classes.
	Roxanne Spencer, Content Specialist	E-map Appalachian literature for children and young adults - author birthplaces, sub-genres, specific books' settings, etc. Create this as an interactive e-map and mount it as a website.



	Kelli Stice, Instructional Specialist	Expand use of technology beyond the regular classroom. I would like to supplement my website to make it more interactive for my students and their parents. Essentially, this would allow my students' learning to continue beyond the four walls of my classroom.
	Terri Stice, Technical Assistant	Learn to use interactive software to develop tools for teachers to enhance the students' learning experiences. Learn about mobile smart board options to keep learners engaged during the learning process.
Design a website focused to assist faculty, high school teachers, and university students in the modern language learning process.	Nathan Love, Team Leader*	
	Gustavo Obeso, Co-Leader*	Create an interactive syllabus and a webpage; a webpage that helps students to increase their knowledge in the target language.
	Tim Straubel, Recorder	I want to have a more interactive syllabus; I want to use pictures/video I have collected in my teaching; I want to develop and learn how to make a webpage.
	Eder Maestre, Researcher	Develop webpages for instructional purposes; create PowerPoint presentations; improve my teaching performance using technology.
	Inma Pertusa	
	Jami Eller	
	Melanie Llontop	
	Ferrel Rose	
	Terri Coke	
	Marin Brumett	
Create a video enhanced WKU student handbook.	Pitt Derryberry, Team Leader*	Web-integrated video as a tool for course learning; web-based surveys and data collection for research.
	Patty Silfies, Web Resource Technician	Total re-do of my webpages - accessibility, interactivity, multimedia; develop virtual hotel; enhance digital photography skills.
	Judith Szerdahelyi, Video Resources Researcher	Enhance distance learning courses with new technologies; be more fluent with Tegrity, Camtasia, etc.; do more multimedia, including video editing; work on multimedia assignments.



	Janet Fugate, Recorder	Develop virtual field trips for on-line classes; develop web pages for personal use and classroom use; develop WebQuests for classes; learn to do videos on line.
	Rich Green, Communicator/Co- Leader	
	Steve Winger, Assessment Specialist	Learn to rip commercial DVDs. Increase knowledge of e-listen. Video editing.
	Rich Patterson, Compiler/Technician	Flash. Digital photography. Video - web. Web pages/design.
	Inma Pertusa	
Our goal is that Students Will Integrate Field-Based Technology (S.W.I.F.T) to enhance student learning.	Kay Gandy, Team Leader*	Increase my students' abilities to use technology in field-based experiences; to use technology on field trips; enhance student learning; increase my students' interest in using technology; increase my own understanding of designing webpages.
	Lisa Murley, Scribe	Increase my students' ability in using technology in a field-based experience; increase technology use on field trips to enhance student learning; increase my proficiency in web design and webquests.
	Kathleen Matthew, Communicator	Train/encourage/expose students to the use of technology to teach students in the field; how to use technology on field trips to increase student learning; encourage student motivation to use and learn about technology; webquests.
	Pam Jukes, Compiler	
Through collaborative efforts of university workers, educational co-op, and P-12 educators we will increase access to the general curriculum by	Connie Miller, Team Leader*	Increase accessibility to core content in regular education classroom by students diagnosed with mild, moderate and severe disabilities using video self-monitoring, assistive technology.
	Melissa Veith, Recorder/Reporter	To help special needs students be more inclusive in the regular education class with the help of technology.
	Marty Boman, Monthly Progress Reporter	Increase usage of various technology for teachers of exceptional learners; enhance my technology websites.



students with disabilities using technology.	Paula Borland, Communications	Learn more about technology and how I may increase accessibility to core content in regular education classrooms by students diagnosed with mild, moderate, and severe disabilities.
	Nedra Atwell, Compiler	Want to use PDA to monitor field placements; video-clips of field placements.
	Jennifer Ferguson	Ongoing/continuous progress monitoring between special and regular education teachers using technology; database for teachers to post needs and individuals to meet those needs.
Individuals become proficient - learn to code through PDA for observations - use PDA as a PowerPoint tool/remote	Janice Ferguson, Team Leader*	Learn how to use PDA as a backup computer; use Tegrity or video to put project instructions on 2 of my Blackboard courses.
	Janet Applin, Researcher	To learn how to create web page and/or interactive syllabi; to learn how to use some of the emerging technologies, esp. the Wizcom pens and PDA.
	Marcus Pedigo, Recorder	Using PDA to monitor field placements; use video clips in field placement.
	Pete Hoechner,	Using PDA. Use video clips. Enhance faculty website.
	Jennifer Ferguson	Ongoing/continuous progress monitoring between special and regular education teachers using technology; database for teachers to post needs and individuals to meet those needs.
	Becky Tabor	Learn to use the PDA as a backup computer in field work and to monitor students in field placements.
Research, review, and field test appropriate use of technology in the preschool setting in order to provide professional development for pre-service and inservice. Create a technology based	Libby Jones, Team Leader*	Technology applications for preschool settings that meet state standards; video streaming; digital photography editing.
	Vicki Stayton, Research Coordinator	Technology applications for pre-school settings that meet state standards; video streaming; use of digital photos.
	Jennifer Hawkins, Communication Coordinator	Expand general knowledge of technology with application in the preschool classroom; meeting state technology standards for core content in the classroom; develop skills in application of digital photography, digital video, and embed those into PowerPoint presentations.



presentation.	Beth Schaeffer, Minutes and Reporting	Expand general knowledge of technology; application of technology in the preschool classroom that meets state tech standards; use of digital still and video cameras.
	Patrice McCrary, Compiler 1	To provide interactive multimedia learning experiences to parents of my students. A "technological bridge" to my classroom.
	Lisa Jones, Compiler 2	Involve my P2-P3 students in use of current technology and share their knowledge with parents/families. Improve my own understanding of new technology that will assist my teaching of language arts.
Learn how to develop 360° pictures. Incorporate video into a web page. Investigate digital pictures, maps, and video.  Product: Interactive video web pages for Drakes Creek Middle School.	Jim Berger, Team Leader*	To learn more about developing interactive websites for maps. To develop 360° images (photos).
	Anthony Spires, Web Resources Director	Use digital video to enhance teaching in social studies. Enhance use of digital video for student new programs. Create interactive social studies maps.
	Winnie Cohron, Recorder	Learn to use PDA as a tool for instruction/evaluation. Learn to integrate video technology into instruction/evaluation.
	David Stobaugh, Scheduler	Better utilize digital video in our STLP program. Implementation of video and interactive informative on websites. Utilization of all technology for better teaching strategies (especially social studies).

\*Team Leader



## Past and Present e-train Advocates

Abbott	Kathryn	e-train Advocate	WKU - History
Abernethy	Kelli	e-train Advocate	Lost River Elementary
Allison	William	e-train Advocate	A.J. Lloyd Middle School
Anderson	Kandace	e-train Advocate	Moss Middle School
Aplin	Janet	e-train Advocate	WKU
Baker	Jennifer	e-train Advocate	Logan County Schools
Benton	Frank	e-train Advocate	Ohio County Schools
Berger	Jim	e-train Advocate	Special Instructional Programs
Bland	Sharon	e-train Advocate	WKU
Boddeker-Veith	Melissa	e-train Advocate	Greenwood High School
Boman	Martha	e-train Advocate	WKU
Bolton	Dawn	e-train Advocate	WKU - Community College
Bonham	Scott	e-train Advocate	WKU - Biology
Borland	Paula	e-train Advocate	Caveland Educational Coop
Bossut	Benedicte	e-train Advocate	WKU - Modern Languages
Boulware	Beverly	e-train Advocate	WKU – Special Instructional Programs
Brauer	Leslie	e-train Advocate	Glasgow Schools
Brindle	Barbara	e-train Advocate	WKU - Special Instructional Programs
Brown	Chris	e-train Advocate	WKU – Accounting and Finance
Browning	Julie	e-train Advocate	Edmonson County Schools
Bush	Paul	e-train Advocate	WKU - Community College
Butler	Brittany	e-train Advocate	Bowling Green High School
Carey	Cathy	e-train Advocate	WKU – Economics and Marketing
Cassady	Kevin	e-train Advocate	Warren County Schools
Chhachi	Indudeep	e-train Advocate	WKU – Accounting and Finance
Christian	Beth	e-train Advocate	Special Instructional Programs
Clark	Sue Allen	e-train Advocate	Moss Middle School
Cliburn	Catherine	e-train Advocate	Briarwood Elementary School
Coe	Pamela	e-train Advocate	GRREC
Cohron	Winnie	e-train Advocate	Warren County Schools
Constant	Miriam	e-train Advocate	Davies County Schools
Cooke	Stan	e-train Advocate	Special Instructional Programs
Cunningham	Sheila	e-train Advocate	Ohio County Schools
Davis	Susan	e-train Advocate	WKU – Modern Languages
Davison	Judy	e-train Advocate	WKU – Curriculum and Instruction
Deere	Randy	e-train Advocate	WKU - Physical Ed. and Recreation
Derryberry	Pitt	e-train Advocate	WKU – Psychology
Devore-Barnes	Heather	e-train Advocate	South Edmonson
Duarte	Marisa	e-train Advocate	Bowling Green Public Schools
Dressler	Richard	e-train Advocate	WKU - Special Instructional Programs
Ecton	Gayle	e-train Advocate	WKU - Educational Leadership



Eller	Jamie	e-train Advocate	WKU
Elliott	Terry	e-train Advocate	Hart County High
Ferguson	Janice	e-train Advocate	WKU – C&I
Ferguson	Jennifer	e-train Advocate	
Fiene	Jeanne	e-train Advocate	WKU – Ed Leader
Fong	Lou	e-train Advocate	WKU – Consumer & Family Sciences
Francis	Jana Beth	e-train Advocate	Daviess County Public Schools
Fugate	Janet	e-train Advocate	WKU - Consumer & Family Sciences
Gandy	S. Kay	e-train Advocate	WKU – Curriculum and Instruction
Garner	Ashley	e-train Advocate	Lost River Elementary
Gibson	Fred	e-train Advocate	WKU - PE and REC
Gilkey	Gretchen	e-train Advocate	Grayson County Schools
Gossage	Debra	e-train Advocate	Briarwood elementary School
Green	Jennifer	e-train Advocate	Warren County Schools
Green	Matt	e-train Advocate	WKU - Physical Ed. and Recreation
Greenwalt	Bill	e-train Advocate	WKU – Counseling & Student Affairs
Grieve	Rick	e-train Advocate	WKU - Psychology
Hardy	Louise	e-train Advocate	Munfordville Public Schools
Harlow	Cheryl	e-train Advocate	Bristow Elementary School
Hartman	Kenny	e-train Advocate	Moss Middle School
Hawkins	Jennifer	e-train Advocate	Warren County Schools
Haynes-Lawrence	Darby	e-train Advocate	WKU – Special Instructional Programs
Hoechner	Pete	e-train Advocate	WKU
Honaker	Bonnie	e-train Advocate	Ohio County Schools
Houston	Cindy	e-train Advocate	WKU – Outreach Coordinator - CEBS
Hughy	Aaron	e-train Advocate	WKU - Counseling & Student Affairs
Hunt	Ruth	e-train Advocate	Lost River Elementary
Jones	Libby	e-train Advocate	WKU - Psychology
Jones	Lisa	e-train Advocate	Warren County Schools
Jukes	Pam	e-train Advocate	WKU - Elementary Education
Keeling	Melanie	e-train Advocate	Warren County Schools
Kelley	William	e-train Advocate	WKU
Kelly	Danita	e-train Advocate	WKU - Consumer and Family Sciences
Kersting	Frank	e-train Advocate	WKU - Special Instructional Programs
Kirchner	Jana	e-train Advocate	WKU - Elementary Education
Lively	Deborah	e-train Advocate	WKU - Community College
Love	Nathan	e-train Advocate	WKU - Modern Languages
Maestre	Eder	e-train Advocate	WKU – Modern Languages
Matthew	Kathlene	e-train Advocate	WKU - Elementary Education
Maxwell	Marge	e-train Advocate	WKU – Special Instructional Programs
Mayes	Debbie	e-train Advocate	Ohio County Schools
McCain	Terrence	e-train Advocate	Middle School / Secondary Ed
McCrary	Patrice	e-train Advocate	Warren County Schools
McGee	Laura	e-train Advocate	WKU – Modern Languages



Meserve	Travis	e-train Advocate	Bowling Green Public Schools
Metze	Leroy	Project Director	WKU – Office of Dean / Psychology
Miller	Connie	e-train Advocate	Moss Middle School
Miller	Stephanie	e-train Advocate	Moss Middle School
Mills	Mercedes	e-train Advocate	Warren County Schools
Minyard	Renee	e-train Advocate	Briarwood Elementary School
Moman	Lesa	e-train Advocate	Daviess County Public Schools
Moore	John	e-train Advocate	WKU - Secondary Education
Moran	Sandy	e-train Advocate	Warren East High School
Morgan	Susan	e-train Advocate	Warren County Schools
Mosby	Charmaine	e-train Advocate	WKU - English
Murley	Lisa	e-train Advocate	WKU – Curriculum and Instruction
Napier	Marion	e-train Advocate	Lost River Elementary
Nims	Don	e-train Advocate	WKU – Counseling and Student Affairs
Nofsinger	Christy	e-train Advocate	Ohio County Schools
Norman	Tony	e-train Advocate	WKU - Psychology
Obeso	Gustavo	e-train Advocate	WKU – Modern Languages
O’Driscoll	Linda	e-train Advocate	Ohio County Schools
O’Phelan	Mary	e-train Advocate	WKU – Ed. Adm., Leadership & Research
Pankratz	Roger	e-train Advocate	WKU - CEBS
Parsley	Debbie	e-train Advocate	WKU
Patterson	Rich	e-train Advocate	WKU - Consumer and Family Sciences
Paul	Jennifer	e-train Advocate	Meade County High School
Pedigo	Marcus	e-train Advocate	WKU
Pertusa	Inmaculada	e-train Advocate	WKU – Modern Languages
Petty	Pam	Univ. Coordinator	WKU - Special Instructional Programs
Pierce	Judy	e-train Advocate	WKU - C&I
Poe	Retta	e-train Advocate	WKU - Psychology
Poff	Raymond	e-train Advocate	WKU – PE and REC
Powers	Sherry	e-train Advocate	WKU - Special Instructional Programs
Reames	Kelly	e-train Advocate	WKU
Reid	Sherry	e-train Advocate	WKU - Community College
Reynolds	Kelly	e-train Advocate	Warren County Schools
Rinn	Anne	e-train Advocate	WKU
Schaeffer	Beth	e-train Advocate	Warren County Schools
Sanford	Lou Ann	e-train Advocate	Moss Middle School
Shuffitt	Ronica	e-train Advocate	Moss Middle School
Sikora	Doris	e-train Advocate	WKU - Consumer and Family Sciences
Silfies	Patty	e-train Advocate	WKU - Consumer and Family Sciences
Slinker	Bud	e-train Advocate	WKU – Ed Admin
Smalling	Sheila	e-train Advocate	Drakes Creek Middle School
Smith	Bob	e-train Advocate	WKU - Special Instructional Programs
Spencer	Roxanne	e-train Advocate	WKU - Library – CEBS
Spires	Anthony	e-train Advocate	Warren County Schools



Stayton	Vicki	e-train Advocate	WKU
Stice	Kelli	e-train Advocate	W.R. McNeill Elementary School
Stice	Terri	e-train Advocate	GRREC
Stobaugh	Beckie	e-train Advocate	Ohio County Schools
Stobaugh	David	e-train Advocate	Warren County Schools
Straubel	Tim	e-train Advocate	WKU – Modern Languages
Szerdahdyi	Judith	e-train Advocate	WKU - English
Tabor	Becky	e-train Advocate	WKU – Allied Health – Dental Hygiene
Tatum	Lori	e-train Advocate	Muhlemberg County Schools
Trawick	Michelle	e-train Advocate	WKU – Economics and Marketing
Tucker	Jeremy	e-train Advocate	Bowling Green Public Schools
Veith	Melissa	e-train Advocate	Greenwood High School
Vincent	Melissa	e-train Advocate	Edmonson County Schools
Warder	Amanda	e-train Advocate	Moss Middle School
Welsh	Angela	e-train Advocate	Metcalf County
Wheeler	Nedra	e-train Advocate	WKU – Special Instructional Programs
Wilson	Randy	e-train Advocate	WKU – Vet. Upward Bound
Wininger	Steve	e-train Advocate	WKU - Psychology
Wolf	Ed	e-train Advocate	WKU – Accounting and Finance
Young	Sandra	e-train Advocate	Ohio County Schools
Zippay	Cassie	e-train Advocate	WKU - GRREC



## Examples of Mini - Grants Awarded

<p><b>Nedra Atwell</b></p>	<p>Nedra's grant is being used to add video clips of students into online courses and to develop interactive CDs for classes that include videos of MAE students.</p>
<p><b>Janet Fugate</b></p>	<p>Janet used the grant to incorporate the use of video camera into application classes as a form of self-assessment including formative and summative assessment.</p>
<p><b>Libby Jones</b></p>	<p>Libby is using equipment purchased by her grant to expand her skills in the use of digital photography and visual communication in her classes.</p>
<p><b>Nathan Love</b></p>	<p>Nathan used the grant to have his students listen to exercises in French. The exercises require listening comprehension. The exercises are posted on Nathan's web site and available on CD Rom.</p>
<p><b>Eder Maestre</b></p>	<p>Eder is working on a Modern Languages Resources Project designed to provide WEB based resources for P-12 and University Modern Languages Teachers</p>
<p><b>Charmaine Mosby</b></p>	<p>With the grant, Charmaine set up a hybrid course which includes face-to-face, interactive television, and web instruction. She uses three types of electronic activities for her class: Meeting of Minds (patterned after the PBS series), specialized web pages, and dramatizations related to specific works of American Romanticism.</p>



<b>Don Nims</b>	Don's grant has been used to add video and still photography in his classes as a teaching tool and provide examples for students in the use of this technology. He uses video mock group counseling activities and posts them on a course info site.
<b>Gustavo Obeso</b>	Gustavo is working on a Modern Languages Resources Project designed to provide WEB based resources for P-12 and University Modern Languages Teachers
<b>Rich Patterson</b>	The equipment purchased with Rich's grant is being used to capture video needed to product instruction and to aid in the development of an online Associates Degree.
<b>Inmaculada Pertusa</b>	Inma is working on several multimedia projects involving online digital video. These include interviews with Spaniards on different aspects of the Spanish culture and audiovisual materials on the daily life of Spain.
<b>Sherry Powers</b>	Sherry used the grant to build and create specialized web sites, generate analysis reports and use customized graphics in her classes and teach students how to use these items.
<b>Doris Sikora</b>	Doris used her grant to incorporate the digital camera and software into her classroom. She takes pictures of student teachers and the students use the camera in her classes.
<b>Tim Straubel</b>	Tim is working on a Modern Languages Resources Project designed to provide WEB based resources for P-12 and University Modern Languages Teachers



<b>Steve Winger</b>	Steve has developed webquest like activities, video clips, and demonstrated the use of specific course specific software with the aid of his grant.
<b>Judith Szerdahelyi</b>	Judith's grant is being used to help students focus on a project that helps incoming freshman. Current students will help novice students.



# Notes

