

Curriculum-based management versus filtering

SCHOOLS NEED SOFTWARE THAT ENHANCES THE WAY THEY EXPERIENCE THE INTERNET—MAKING IT EASY TO USE, FOCUSED, AND COMPLETELY EDUCATIONAL.

Because the Internet was not specifically designed for classroom use, educators experience difficulty managing this resource in a way that truly supports their daily lesson plans and broader curriculum needs.

So many of the products sold to educational institutions as 'solutions' don't really focus on what schools have most frequently asked for: *real educational enhancement*. Many of these products remain focused on the requirements of business, on creating more and more technology for the same industry that is producing these products.

But we envisioned ways that information technology could *serve education*, and recognized that technology was needed by the educational community more so than anywhere else. These solutions, however, needed to take a different focus than solutions for business: they needed to be designed for classroom use, to respond to a teacher's years of expertise, and overall to provide *real educational value*.

After all, why should using this technology be any different than, say, choosing a textbook or constructing a lesson plan?

DIFFERENT APPROACHES

Anyone who has ever surfed the Web could hardly argue against the need to channel Internet information in such a way as to truly support our students' need for true educational content. Many of the products available on the market so far have taken a seemingly inverted approach: instead of *providing* a resource of educational Internet content, and giving teachers the ability to focus on what they need from the Internet, this approach attempts to 'filter' the entire Internet, blocking sites that are defined as "inappropriate" by the software manufacturer. Aside from many obvious drawbacks to this approach, the most glaring is that while removing choice from the educator, it adds no educational value.

FILTERING SOFTWARE

Developed with a singular goal, filtering software keeps a defined list of sites out of a user's view. Content is blocked based upon the presence of 'inappropriate' content that may appear in Web site text or images. Defined as such, filtering software provides a partial response of *removing* a danger. But what is *added* with this approach? It has no curriculum-based goals, it does not provide an alternate solution, and it *adds no educational value*. With all of the resources available for educators on the Web, the filtering response unfortunately approaches Web technology in the classroom as a formidable force that can only be managed through reducing a teacher's choice.



CURRICULUM-BASED MANAGEMENT

A different approach is in order for an Internet solution to truly benefit the educational community: *curriculum-based management*.

With a curriculum-based solution like TOSHIBA's Internet Select, schools receive access to educational Web sites—just like a textbook collection—while also gaining the ability to choose what they need from the Internet.

Schools use the Access Management Engine™ (AME) to define their own "Allowed Lists" of Web sites. These lists lead students down a path that fits the school's objectives while allowing teachers to focus the Internet on their daily lesson plans. This philosophy echoes the way in which teachers have traditionally selected books and other printed materials for classroom discussion. A distinct benefit here is that *each educational*

community defines its own criteria for Web access, rather than accepting the criteria defined by a filtering company.

Teachers have always performed research to prepare curricula, and the Internet is just another tool that provides resources to enhance their lessons. Choosing two or three Web sites for students to review is all that's required to provide interactivity and a fun learning environment using this tool. Thus curriculum-based management makes an Internet-supported lesson behave just like any other assignment, which takes into account teachers' many years of experience and ability to manage the classroom experience. Nothing really changes, except the breadth of materials.

THE DESPAIR OF POSSIBILITY

The common, major problem for educators? There is *so much information* that choosing Web sites to support a curriculum could be a time-consuming task. The system is disorganized and



teachers may feel as if there is no way to manage it for classroom use. Unlike supporting materials to which teachers are accustomed, the information on the Web is not listed according to subject or by grade level. Educators are left with a giant system that provides information but in a disorganized and confusing fashion. It can be compared to a library where all of the books have been placed randomly in the stacks.

The solution? A system that focuses all the educational benefits the Internet can offer into one, easy to use solution—developed just for K-12 schools. Working in tandem with the AME, the Global Chalkboard™ offers a library of classroom-ready Web sites—organized by the K-12 curriculum topics teachers use every day. What this means is that teachers don't have to wade through outdated or unrelated information to find Web sites for their lesson plans: like a textbook collection on the Web, the Global Chalkboard offers reviewed content, selected for its educational value. Developed with the assistance of an Education Advisory Board, the Global Chalkboard adapts the vast resources of the Internet to meet the everyday needs of educators.

ASSURED EDUCATIONAL VALUE

How does this solution ensure that content is always educational in nature? By making sure that all the information entering your school has either been a) chosen by educators in your school, or, b) is part of the dynamic web content offered by the provider. You don't have to use this content if you choose not to: it serves either as a dynamic starting point or a classroom-ready resource to carry your school through and beyond the transition into Web-supported education. It's all part of the tremendous flexibility offered through this type of solution. However you choose to utilize the provider's Web content, the ideal solution will continue to provide you with fresh and timely sites, keeping your school up-to-date on the latest educational offerings and *always moving forward.*

THE BOTTOM LINE

Educators have always provided the standard by which information is tested before inclusion in the curriculum. For this reason, curriculum-based management is the only way to apply this principle to the Internet, channeling this vast resource to meet the needs of students, teachers, and the K-12 educational community.