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Appendix List

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Appendix A - Terminology

The terminology that is being used here is based on several sources.

Interaction

Wagner (1994 in Sutton, 2001) defines **interaction** as:

"...reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. An instructional interaction is an event that takes place between a learner and the learner's environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward and educational goal. Instructional interactions have two purposes: to change learners and to move them toward achieving their goals" (in Sutton, 1999 and 2001).

E-learning

The **Learning** Glossary Compiled by Eva Kaplan-Leiserson in *ASTD* defines

"E-learning: Covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, and CD-ROM."

Intranet

The State Library of Victoria defines the term '**Intranet**' as a private network that applies internet technology to be used internally within an organization. The intranet can be linked to communication by email, forums and search engines of the world wide web (WWW).

Areas within the *'Intranet'* can be protected by passwords to ensure that only authorized people have access to restricted information. Common web browsers are used to access information on the Intranet.

Appendix B

Indexes from: Hofstede, Geert, *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and its Importance for Survival*, McGraw Hill, New York, 1997, ISBN:0-07-029307-4.

PDI: Power distance index;

IDV: Individualism index

MAS: Masculinity index

UAI: Uncertainty avoidance index

LTO: Long-term orientation index

	PDI		IDV		MAS		UAI		LTO	
	rank	score	rank	score	rank	score	rank	score	rank	score
Arab Countries	7	80	26/27	38	23	53	27	68		
Argentina	35/36	49	22/23	46	20/21	56	10/15	86		
Australia	41	36	2	90	16	61	37	51	15	31
Austria	53	11	18	55	2	79	24/25	70		
Bangladesh									11	40
Belgium	20	65	8	75	22	54	5/6	94		
Brazil	14	69	26/27	38	27	49	21/22	76	6	65
Canada	39	39	4/5	80	24	52	41/42	48	20	23
Chile	24/25	63	38	23	46	28	10/15	86		
China									1	118
Columbia	17	67	49	13	11/12	64	20	80		
Costa Rica	42/44	35	46	15	48/49	21	10/15	86		
Denmark	51	18	9	74	50	16	51	23		
East Africa	21/23	64	33/35	27	39	41	36	52		
Ecuador	8/9	78	52	8	13/14	63	28	67		
Finland	46	33	17	63	47	26	31/32	59		
France	15/16	68	10/11	71	35/36	43	10/15	86		
Germany FR	42/44	35	15	67	9/10	66	29	65	14	31
Great Britain	42/44	35	3	89	9/10	66	47/48	35	18	25
Greece	27/28	60	30	35	18/19	57	1	112		
Guatemala	2/3	95	53	6	43	37	3	101		
Hong Kong	15/16	68	37	25	18/19	57	49/50	29	2	96
India	10/11	77	21	48	20/21	56	45	40	7	61
Indonesia	8/9	78	47/48	14	30/31	46	41/42	48		
Iran	29/30	58	24	41	35/36	43	31/32	59		

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Ireland (Rep of)	49	28	12	70	7/8	68	47/48	35		
	PDI		IDV		MAS		UAI		LTO	
	rank	score	rank	score	rank	score	rank	score	rank	score
Israel	52	13	19	54	29	47	19	81		
Italy	34	50	7	76	4/5	70	23	75		
Jamaica	37	45	25	39	7/8	68	52	13		
Japan	33	54	22/23	46	1	95	7	92	4	80
Malaysia	1	104	36	26	25/26	50	46	36		
Mexico	5/6	81	32	30	6	69	18	82		
Netherlands	40	38	4/5	80	51	14	35	53	10	44
New Zealand	50	22	6	79	17	58	39/40	49	16	30
Nigeria									22	16
Norway	47/48	31	13	69	52	8	38	50		
Pakistan	32	55	47/48	14	25/26	50	24/25	70	23	0
Panama	2/3	95	51	11	34	44	10/15	86		
Peru	21/23	64	45	16	37/38	42	9	87		
Philippines	4	94	31	32	11/12	64	44	44	21	19
Poland									13	32
Portugal	24/25	63	33/35	27	45	31	2	104		
Salvador	18/19	66	42	19	40	40	5/6	94		
Singapore	13	74	39/41	20	28	48	53	8	9	48
South Africa	35/36	49	16	65	13/14	63	39/40	49		
South Korea	27/28	60	43	18	41	39	16/17	85	5	75
Spain	31	57	20	51	37/38	42	10/15	86		
Sweden	47/48	31	10/11	71	53	5	49/50	29	12	33
Switzerland	45	34	14	68	4/5	70	33	58		
Taiwan	29/30	58	44	17	32/33	45	26	69	3	87
Thailand	21/23	64	39/41	20	44	34	30	64	8	56
Turkey	18/19	66	28	37	32/3	45	16/17	85		
Uruguay	26	61	29	36	42	38	4	100		
USA	38	40	1	91	15	62	43	46	17	29
Venezuela	5/6	81	50	12	3	73	21/22	76		
West Africa	10/11	77	39/41	20	30/31	46	34	54		
Yugoslavia	12	76	33/35	27	48/49	21	8	88		
Zimbabwe									19	25

Appendix C

The following tables summarize the selected elements for each of the four '*cultural dimensions*' (*high vs. low power distance, individualism vs. collectivism, masculine vs., feminine, high vs. low uncertainty avoidance*)

1. High vs. Low Power Distance

<i>Marcus' (2001) hypotheses (aspects)</i>	<i>selected elements on ORT schools websites</i> (looking at user interface, design and contents)
Access to information	The shape, design and access to information of the school websites. An asymmetric shape of school websites with two different areas from which information can be accessed.
Hierarchies in mental models	Looking for a unified format of structured information access on the school websites
Emphasis on social and moral order	Counting social, religious and moral order folders such as: ' <i>Jewish holidays</i> '; ' <i>Tradition and values</i> '; ' <i>Roots and origins</i> '; ' <i>Drug prevention programs</i> '; ' <i>Sexual education</i> '; ' <i>Assistance to the elderly</i> '; ' <i>School counselor</i> '; National symbols of the flag, the colour of the site etc.
Focus on expertise	Evidence of contents or quoting expertise. Looking to see if the sites were organized according to social roles.
Social prominence	The ' <i>Picture gallery</i> ,' ' <i>School spirit</i> ,' ' <i>Student council</i> ,' and ' <i>student forum</i> ' folders illustrate the social prominence of students which are regarded as the sites' main costumers.
Important security	Examples of transparency vs. close and restricted area of the sites or folders which require a password in order to access.
Social roles	Evidence of social roles such as principal, teachers, parents etc.

2. Collectivism vs. Individualism

<i>Marcus'(2001) hypotheses (aspects)</i>	<i>selected elements on ORT school websites</i>
Motivation based on personal/ group achievement	Examples in the content of personal/ group achievement, projects. Examining statements made by teachers, students, and parents on the 'bulletin board'; 'forums'.
Images of success	Examining images, texts, and slogans of success, based on a socio-political agenda on the sites' homepage.
Rhetorical style	Examples from the 'bulletin boards', news flashes, and school 'forums', where teachers and students may freely express themselves.
Prominence given youth and action vs. aged, experienced, wise leaders and states of being	Examining folders of: 'student council activities'; 'young leadership programs'; 'picture galleries'; 'school trips'; 'parties'; etc.
Importance given individuals vs. products shown by themselves or with groups	Examples of group achievements and products.
Underlying sense of social morality	Reflection of social morality through the following folders: 'relationships with the community'; 'building a bridge between generations (genealogy)'; 'relationships with school graduates'; etc.
Emphasis on change	Examining the desire to preserve the past through content in folders such as: 'tradition', 'religion', and 'nationalism'. Subjects such as Israeli holidays, traditions, values, delegations to Poland ¹ , army preparation, memorials, roots and Jewish communities worldwide underline this determination to preserve the past and to define an Israeli identity. At the same time, examining the prevailing willingness to change as it takes place on the dynamic websites, the constant change of the school website designs.
Willingness to provide personal information	Examples of transparency, and willingness to provide personal information, as seen particularly in 'forums'.

PT¹ TP Every year, youth delegations from Israel set out to tour the extermination camps in Poland.

3. Masculinity vs. Femininity

<i>Marcus'(2001) hypotheses(aspects)</i>	<i>selected elements on ORT school websites</i>
Traditional gender/family/age distinctions	Examining the structure of the site (folders created based on gender/ age distinctions). Analyzing the way the language is used for evidences of gender /age distinctions.
Work tasks, roles, and mastery.	Examining the content on the school website, type of tasks that is commonly found.
Navigation oriented	The websites' structure and organization (within the side and upper bars). The accessibility of information on the website and its complexity. Pop-up windows, various types of interface control, and information available through scrolling demonstrate the complexity of the websites' content and choices.
Games and Competitions	Counting folders of games and competitions.
Graphics, sound, and animation used	Examples of the use of graphics, sound, and animation to attract attention, to present visual aesthetics, as well as to appeal to unifying values.
Blurring of gender roles	Symbols and graphic design of gender roles on the school websites. The type of logo (logo of national/religious character; ORT logo etc.)
Mutual cooperation, exchange, and support, (rather than mastery and winning)	Examining the content on the school website. Examples of cooperation, exchange, support, and willingness to provide personal information, as seen particularly in <i>'forums'</i> .
Attention gained through poetry, visual aesthetics, and appeals to unifying values	Examples of visual aesthetics in the use of graphic design as well as poetry, with emphasis on unifying values in social order.

4. **High vs. Low Uncertainty Avoidance**

<i>Marcus' (2001) hypotheses(aspects)</i>	<i>selected elements on ORT school website</i>
Simplicity vs. complexity of contents and choices	The sites' architecture. Examining three layers: the user interface, the services offered by the sites, and the accessibility to information.
Attempts to forecast implications of actions	Degree of user control allowed in navigating the site. Direct path vs. different paths.
Acceptance of wandering and risk	Users may configure their web browsers in many ways. Main types of user control includes: forward progress and exiting, control of audio volume, access to printing, copying, e-mail, newsgroups and bulletin boards, control of page design (colour, text size, font page background colour etc.)
Degree of control on navigation	Navigations methods (hypertext, hyperlinks, buttons and menus). Secondary use of indexes, tables of contents, picture collections in the gallery folder and text searching. The characteristics of hyperlinks (object types, purpose, density, visibility, screen location, semantic cueing etc.)
The use of mental models and help systems	The structure of the ' <i>Clickit</i> ' platform. The image in working memory that can be 'run' by the users to understand ' <i>Clickit</i> ' platform. (Alessi & Trollip, 2001, p. 28)
Coding of colour, typography and sound	Colour, typography and sound for emphasis. Good contrast between foreground and background colours, especially for text. Minimum number of colours and consistency in the use of colour. Colours in accordance with social conventions. (Alessi & Trollip, 2001, pp. 76-77)

Appendix D – List of Tables & Graphs

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Appendix F - Examples of school web pages.

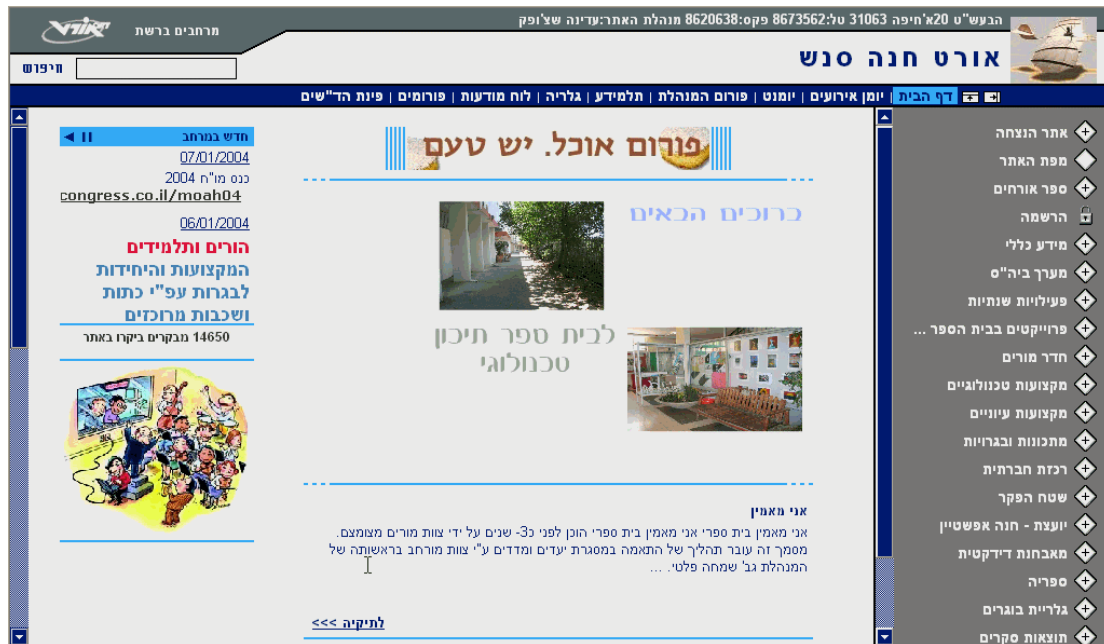


Figure 1. [ORT Hanna Senesh](#) school home page as an example of Clickit platform.



Figure 2. Access to information in 5 different areas as presented in ORT Afek school home page.



Figure 3. 'Behind the curtain' – the team of students at [ORT Acre](#), responsible for building and maintaining their school website.

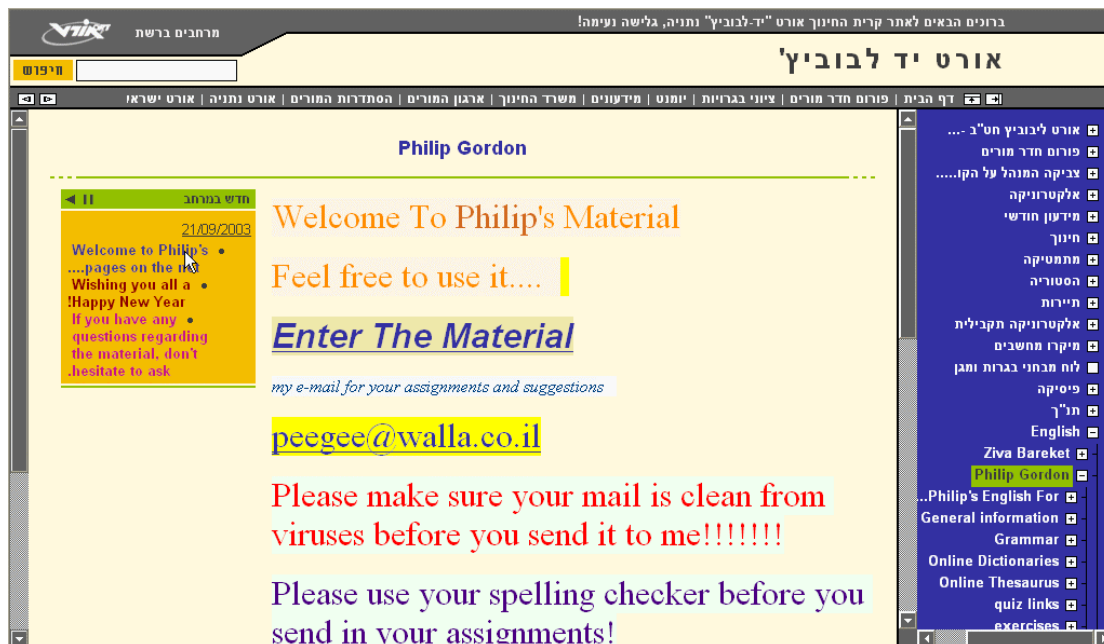


Figure 4. [ORT Yad Leibowitz](#) English teachers folder.



Figure 5 - [ORT Kiryat Bialik](#): young leadership program.

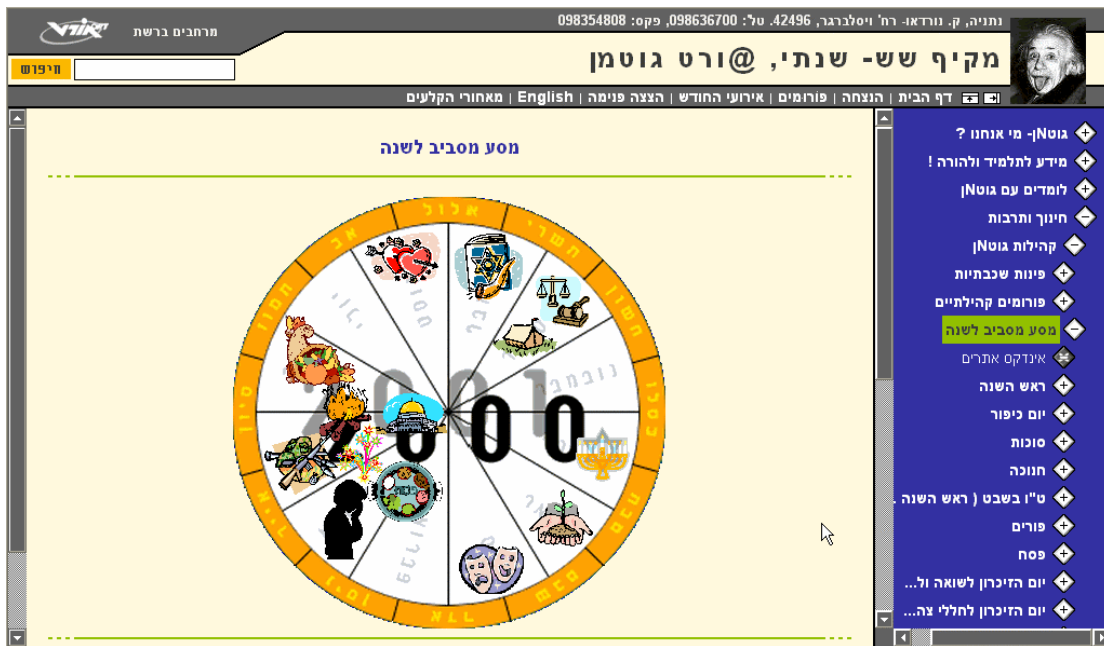


Figure 6. Israeli holidays in [ORT Gutman](#) school website.

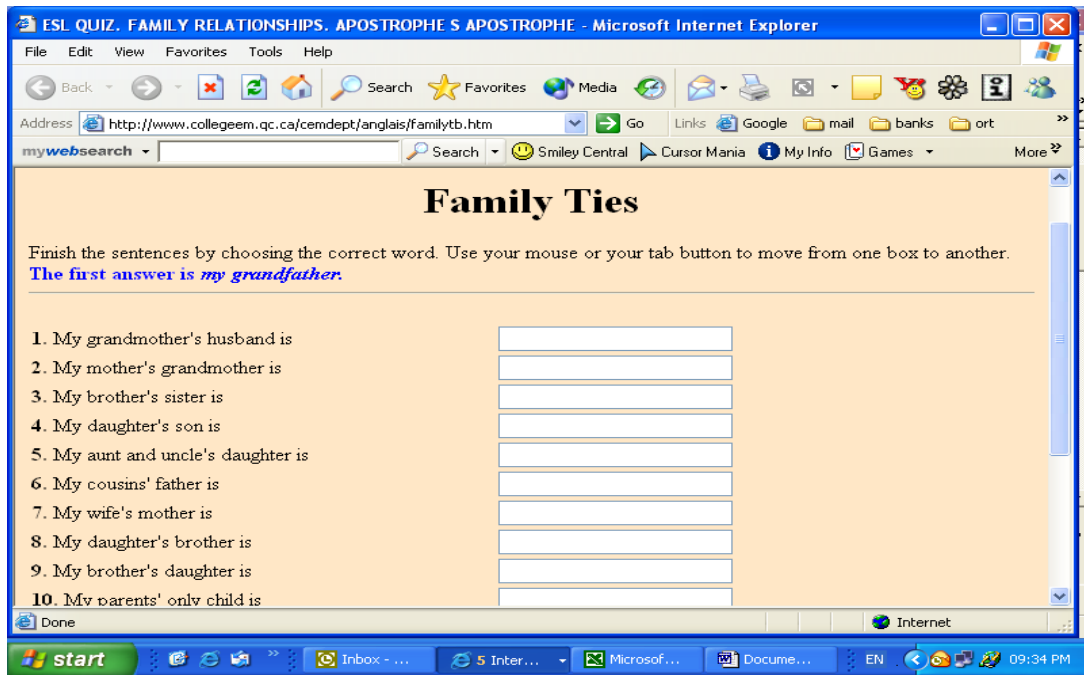


Figure 7: [ORT Gutman](#) school website.

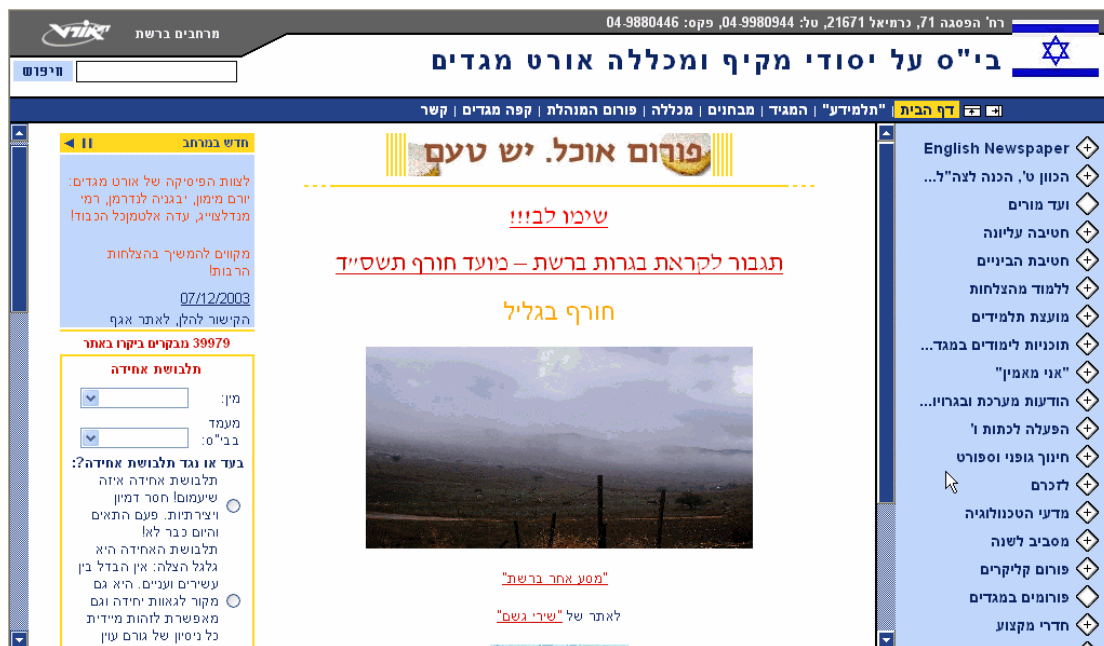


Figure 8 : [ORT Megadim](#) homepage: example of feminine characteristics (pictures, poems, etc.).



Figure 9: [ORT Rose](#) homepage: example of feminine characteristics (flowers, poems, etc.).



Figure 10: [ORT Oren](#): : example of feminine characteristics (tree painting, stylized text, etc.).



Figure 11: [ORT Guttman](#): example of masculine characteristics (strong boys figures).



Figure 12: [ORT Kiryat Bialik](#) a new homepage: example of complex site.