

Information Literacy/Internet Resource Evaluation using Handheld Checklist Lesson Plan Submitted By Kathy Weise

Grade Level: All – This project is designed to start in elementary schools and teach students to use their handhelds as a checklist resource to evaluate internet information. The checklist will expand as students move to middle and high school and there are also checklists available for other types of online resources – podcasts, virtual tours, blogs, and video.

Content Area: All. The subject is initially taught and reinforced in English classes and at the school library/media centers but applies to any online research or use of online resources.

Technology Standards:

Students are proficient in the use of technology – in this case, this entails use of the handheld, entering data, and transferring it to the main computer.

Students use technology tools to enhance learning, increase productivity, and promote creativity – using the handheld as a readily accessible tool to review internet resources for suitability.

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Content Standards:

R:LT:7:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)

R:IT:7:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets)

R:IT:7:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

R:IT:7:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State) EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.

R:IT:7:2.4: Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts

R:IT:7:2.6: Evaluating the clarity and accuracy of information

R:RS:7:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.)

R:LT:12:2.4: Explaining how the narrator's point of view, or author's style, or tone is evident and affects the reader's interpretation or is supported throughout the text(s)

R:IT:12:2.6: Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments)

R:B:12:3.1: Identifying and evaluating potential sources of information

R:B:12:3.2: Evaluating and selecting the information presented, in terms of completeness, relevance, and validity

R:B:12:3.3: Organizing, analyzing, and interpreting the information

R:B:12:3.4: Drawing conclusions/judgments and supporting them with evidence

Objectives: To teach students to evaluate online resources on a regular basis. The use of the handheld for this task allows students to continue using their computer for research and run through the evaluation checklist for each resource without having to interrupt their research process. In addition, it provides a tool that they can continue to use as they progress through their schooling, no matter what teacher they have, what resources that have access to – as long as they have their handheld, they can run through their checklists.

Procedures:

The critical evaluation checklists are pre-loaded to a set of Palm handhelds that are kept in the Library/Media Center of each school. As students are taught to use online

resources and taught basic media literacy evaluation skills, they are introduced to the checklists and taught to use the handhelds.

They will need to be taught to enter the information and then transfer the checklist to the master computer that holds the data. The media specialist will run a nightly procedure that uploads all the transferred data into a database that teachers can then use to review the students checklists.

The goal is to make the evaluation process easy and routine so that eventually students internalize these skills. The complexity of the checklist grows as students move into middle and high school so it's important that students continue to use the handheld checklists and that teachers monitor this usage and the resources utilized.

We will use HanDBase, a Palm database system, to program the database checklists for the handhelds. We used this before for a PE system that is used in our elementary schools that allows students to record competency levels on PE skills. We will use MSAccess as the compilation database that will run on the collection computer, as we did in the PE system.

Software and Online Resources Used:

Kathy Schrock's Guide – Critical Evaluation Surveys and Resources
<http://school.discovery.com/schrockguide/eval.html> (surveys used as basis for database rubrics)

Media Awareness Network (a great Canadian resource)
http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm

ALA's Selection Criteria
<http://www.ala.org/ala/alsc/greatwebsites/greatwebsitesforkids/greatwebsites.htm>

Assessment: Part of any and all of our research projects involve critical evaluation of online resources and properly providing citations. As each of these checklists are performed, the student will transfer the results into the database in the LMC. The teacher can then review the results by student to ensure their checklists are performed and match what they submit in their project work. The assessment of the student's evaluation and checklist skills is evaluated as a competency as part of the project rubric.