



Instructional Technology Newsletter

Developing 21st Century Skills One Byte at a Time

Student Trust in Google Should Be Addressed in All Subjects



Do I cut the red wire or the blue one?

Google Search

I'm Feeling Lucky

[The International Journal of Communication](#) just released [the results of a study](#) that will be of no surprise to most educators these days. The study of college freshman noted that students trust high Google search rankings too much. Below is an excerpt from the study.

"The researchers observed 102 college freshmen performing searches on a computer for specific information—usually with Google, but also making use of Yahoo, SparkNotes, MapQuest, Microsoft (we assume this means Bing), Wikipedia, AOL, and Facebook. Most students clicked on the first search result no matter what it was, and more than a quarter of respondents said explicitly that they chose it *because* it was the first result. **"In some cases, the respondent regarded the search engine as the relevant entity for which to evaluate trustworthiness, rather than the Web site that contained the information,"** wrote researchers Eszter Hargittai, Lindsay Fullerton, Ericka

Menchen-Trevino, and Kristin Yates Thomas." [Article Courtesy of ARS Technica](#)

The widespread growth of the internet and mobile devices have "put the world at our finger tips". The amount of information available is growing at exponential rates. The growth of "social" media and networking has significantly increased the amount of collective knowledge available online. Just about anyone can publish information these days.

How are we preparing students to handle the information available to them? Do we spend time talking about the proper ways to evaluate a website? What strategies can we model for students that will ensure the value of information they find online?

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Jefferson Township
Public Schools



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Points of Interest

- 🕒 Google & Information Literacy Instruction
- 🕒 Universal Design for Learning—Multimedia
- 🕒 Computer Curriculum for all Grades
- 🕒 Websites of Interest

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Universal Design for Learning Toolkit—Multimedia

Universal Design for Learning was developed as a set of requirements for developing curriculum that gives all individuals equal opportunities to learn.

The UDL toolkit provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. This avoids a one-size-fits-all approach.

The UDL framework can be broken into 3 categories:

1. Provide multiple and flexible methods of presentation to give students various ways of acquiring information and knowledge.
2. Provide multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned.
3. Provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them to

learn.

The infusion of multimedia into your instruction can satisfy all three of the above mentioned categories.

How:

- Supplement your whole group instruction with United Streaming, Brain Pop or any other multimedia clips.
- Develop your own digital clips using MS Photostory or Movie Maker to demonstrate a topic.
- Provide access to video tutorials that demonstrate how to solve a problem. Record your own using Screencasting software and publish them online.
- Post video segments on your website for students to review: Example: a video on solving quadratic equations from Khan Academy. Then provide time in class for students to work through problems individually or in groups.

- Provide students with alternative assessments that allow for a display of knowledge through multimedia creation. i.e. digital stories, digital posters, tutorial creation and audio recordings.
 - Provide access to subject area experts via video or audio conferencing. Post recordings online for review.
- Supplement your coursework with an online presence. Allow for student collaboration, communication and authoring using a medium that promotes self-directed learning and provides immediate feedback. This can be accomplished with Moodle, Edmodo, Wiki's, or Blogs.



For more information regarding any of the above mentioned topics please contact Doug Walker.

Curriculum Ideas for K-12 Computer Classes

It is of no surprise that NJ has an established core curriculum content standards for technology literacy. These standards have been updated and released in the past year.

As elementary teachers it is our responsibility to be sure that our students meet the required

standards by the end of grade 2,4,8,and 12. Unfortunately not all schools have access to an in-house computer teacher who's responsibility is to instruct students in a computer applications course. That leaves the responsibility to the

classroom teacher to research, design, deliver, and assess technology lessons.

In many cases computer lab times in elementary school are focused on class projects, research, and test preparation. The projects that we work on in many cases address some of the standards required. What about the ones that they do not address?

Cybersmart curriculum was established to provide educators with sets of complete lesson plans that can be completed in a standard computer lab period. Their lessons address topics such

as :

1. **Safety and Security Online**
 2. **Manners & Cybercitizenship**
 3. **Authentic Learning and Creativity**
 4. **Research and Information Fluency**
 5. **Twenty-First Century Challenges**
- These are the topics that are not typically addressed in a class project. However, many of them can be covered as part of a class project.

To visit the complete library of lesson plans follow the below link:

<http://cybersmartcurriculum.org>



Student Trust in Google Continued.....

Information literacy has presented itself as an area of weakness for our students. The Internet has provided an unimaginable amount of information. How we locate, organize, and evaluate this information will determine the value of this access. Information literacy is not something that should just be taught in the media center. It must be a part of every subject area.

There are a number of resources available for various grade levels that address information literacy. A number of them can be found on the information literacy page of my wiki which can be found at:

<http://edunology.wikispaces.com>

How we teach kids to organize information they find on the web can be just as important as validating. With access to so much information it can

be difficult to keep track of it all. How can we teach students to take advantage of the "social" aspect of the web to organize and share information? Social bookmarking, collaborative authoring, and social networking are tools for such a task.

Social bookmarking allows individuals to tag websites of interest. These websites are then viewable by any computer with an internet connection. The tagged sites can then be shared with others or searched at a later date. Social bookmarking allows users to assign a keyword(s) to websites. This allows sites that have been already reviewed to be easily accessible in the future.

Collaborative authoring allows more than one individual to contribute content to a given page. The best example of this is Wikipedia. The premise of Wikipedia is that collective knowledge far exceeds the knowledge

of one individual. The most valuable research tool on Wikipedia is the REFERENCES section. There you will find a list of primary sources that have been pre-selected and reviewed by the collaborative authors of the page. Sources of this type will save you time over a general Google search which may provide thousands of irrelevant results.

For more information on ways to include information literacy in your classroom please schedule an appointment with Doug Walker.

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What is cool on the web?

Flickr Commons

<http://flickr.com/commons>

A large collection of public domain images from the Library of Congress and other international civic organizations. These images depict world history events and can be used in digital story projects or class presentations.

Branches of Government Online Interactive

http://www.texaslre.org/branches_game/branches_game.html

An interactive site that teaches the various branches of government.

Teaching Story Writing in Grades 1 to 3 with

My Story Maker

<http://blogs.jefftwp.org/wordpress/walker/2010/09/02/teaching-story-writing-in-grades-1-3-with-my-story-maker/>

An interactive site for students to organize, write, and publish digital stories online.