What does it mean to be information literate?

Presented by
Kathy Schrock

Itinerary

- Tools for change
- Task definition
- Information seeking strategies
- Location and access of information
- Use of information
- Synthesis of information
- Evaluation

Tools for Change

A day in the life…2004

"Anytime, anywhere"

Personal portable device
- Wireless LAN
- Multimedia
- Small apps
- Handwriting/voice recognition
- Expandability with slot

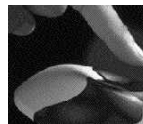---

"Anytime, anywhere"

Textbooks

Electronic Books
- Multimedia
- Updatable
- Keyword searching
- Note-taking
- 40,000+ pages

Administrative Tasks

Biometric recognition
- Attendance
- Hall passes

Administrative Tasks

Lunch selection
- Identified by IP
- Log on to cafeteria server
- Pay by e-wallet

Administrative Tasks

Daily announcements
- Identified by IP
- No more loud speaker
- Targeted for each child
- Notes for home included

Administrative Tasks

Cafeteria
- Identified by biometric technology methods

FACE   VOICE   LIP MOVEMENT

Student tools

Tablet device
- Large screen allows sharing
- Wireless
- Internet and network ready
- CD-ROM and camera

Instructional Practices

Instructional Practices: Educator

- Facilitator
- Resource provider
- Provides access
- Educator as learner
- Technology
  – Research
  – Problem-solving
  – Communication

Navigator

- Help navigate resources
- Guide learners
- Help develop strategies
- Connections between information and learning

Publisher

- Organize electronic info
- Use of the Net in a purposeful way
- Annotations are important

teach yourself
How to Become a
Webmaster
in 14 days

Evaluator

- Lots of information
- Too much information
- Help teach evaluation
  – Accuracy
  – Authority
  – Content
- Integrate into curriculum

Instructional Practices: Student

- Searcher
- Active researcher
- Problem-solver
- Strategist
- Collaborator
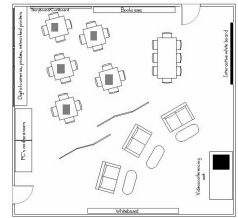- Experiential learner

Instructional Practices: Content

- Interdisciplinary content
- Multiple perspectives are presented
- Real-world problems
- Small concepts as variations on a larger theme
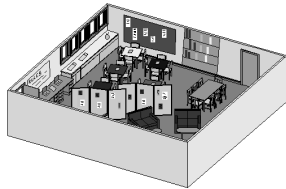- Insight rather than memorization of facts

---

Classroom Environment

Classroom Setup

Classroom Setup

The "New" Literacy

Information Literacy Team

Team
- Classroom teacher
- Library media specialist
- Technology teacher

Big 6 Information Literacy Model

- Define the problem and identify the information needed
- Determine all possible sources and select the best source
- Locate the sources and find information within sources
- Extract the relevant information
- Synthesize the information by organizing the information from multiple sources and present the result
- Conduct a self-evaluation which allows the student to judge the results and judge the process

http://www.big6.com/

Access to Information

- Will cost money based on type
  - Web pages: $
  - Video on demand: $$
- Students will use e-wallets
- Subscription sites
  - Authoritative
  - Valid
  - Original information

Wrap-up of *Tools for Change*

- There will be access to individual tools in the classroom for students to use
- The instructional practices will change
- The classroom environment will change
- Information literacy skills will be the basis for all information acquisition
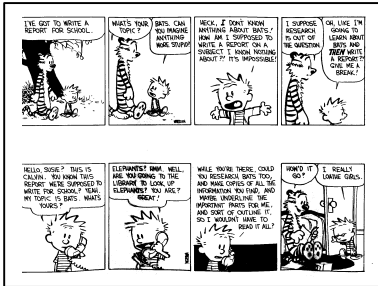
Task Definition

Defining the problem
Identifying information needed

An information literate educator…

INFORMATION
LITERATE
EDUCATOR

NETS*T for Teachers

- demonstrate knowledge, skills, and understanding of concepts related to technology as outlined in the NETS*S

- identify and locate technology resources and evaluate them for accuracy and suitability

- model and teach legal and ethical practice related to technology use

http://cnets.iste.org/index3.html

An information literate student…

INFORMATION
LITERATE
STUDENT

An info-literate student is able to…

- construct meaning from information
- create a quality product
- learn independently
- participate effectively as a group member
- use information and information technologies responsibly and ethically

---

Penny Moore

- **Teaching Information Problem Solving in Primary Schools: An Information Literacy Survey**
- http://www.ifla.org/IV/ifla63/63moop.htm

  – elements within the information climate

  – the ways teachers themselves view information and information problem solving

---

Task

Locate Web sites that support the development of info literacy skills

1. Searching instruction
2. Searching your topic
3. Evaluation as whole group
4. Evaluation of your sites
5. Presentations

Information-Seeking Strategies

Determine all possible sources
Select the best source

Information Sources

- Periodicals (AskERIC)
- Educational reports (EdWeek)
- Online sources
  - Search engines
  - Educational subject directories

What is an Internet search engine?

- a tool that allows you to explore a database of information compiled from millions of Web pages

- you are presented with results in the form of hypertext links (or hits) which allow you to visit the information
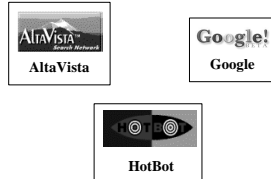
How does a search engine work?
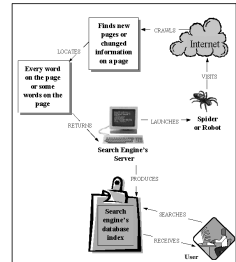
How does a search engine know about the documents on the Web?

- If the search engine's "spiders" or "robots" find the site on their gathering missions

- If the publisher of the document registers it with the search engines

What are some search engines?

AltaVista

Google

HotBot

What is an Internet subject directory?

- Organizes Internet sites by subject

- User works down a series of menus

- Smaller than search engines

- Maintained by human beings

How does a directory work?
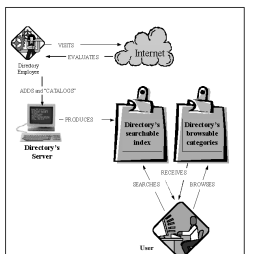
Which is better to start with?

- Personal preference

- Directories allow the user to form the search, but may not use common terms

- Search engines allow the user to use common language, but may lead to lots of hits

Identifying keywords

Before going online…

Search Strategy Plan

Location and Access

Locate the sources
Find information within sources

Effective search strategies

BOOLEAN SEARCH STRATEGIES

How do I narrow a search using "and"?

- Using *and* will only provide links to sites which have BOTH of these words present

heart AND disease

How do I narrow a search even more?

- Using *and* twice will limit the search even more

- You will only get pages that include all THREE of the terms

heart disease AND prevention

How do I narrow a search using "not"?

- Using *not* narrows the search by telling the search engine to exclude certain words

- AltaVista uses the form *and not*

schools AND NOT middle

Can I combine two different operators?

- You can combine different operators to limit or broaden a search

endangered AND species AND NOT owls

How do I broaden a search?

- Use of the word *or* will broaden a search

- Use *or* if two words may be used interchangeably

drama OR theater

- Can use *or* more than once to get very broad

Boolean Machine

- http:// kathyschrock.net/rbs3k/boolean/

6

Boolean Practice

- Choose one of these search engines
  - http://altavista.com/
  - http://google.com/
  - http://hotbot.lycos.com/
  - http://alltheweb.com/
- Choose the ADVANCED SEARCH option
- Conduct a search using the words (not phrase)
  - endangered animals Colorado
  - endangered animals Colorado (but not owls)
- Write down the number of hits you get

Online support page

http://kathyschrock.net/infolit/
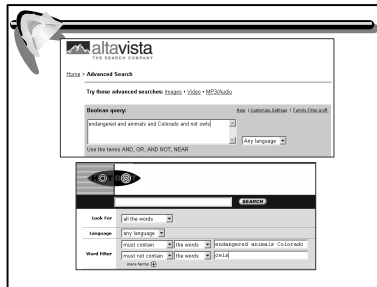
1. Form groups
2. Go to online support page
3. Search for topic(s)
4. Bookmark applicable sites

Evaluation of Web Sites

Who wrote the pages and are they an expert?

What does the author state is the purpose of the site?

When was the site create and last updated?

Where does the information come from?

Why is the information useful for my purpose?

Who wrote the pages and are they an expert?

- Who is providing the information?
- What do you know about them?
- Are they an expert?
- How can you find out more about the author?

What does the author state is the purpose of the site?

- Does the information go into sufficient depth?
- Is the rationale for inclusion/exclusion given?
- Are there any obvious gaps in the information?

When was the site created and last updated?

- Date of creation included?
- Date of last update included?
- Does date make a difference?

Where does the information come from?

- Is a bibliography of sources used provided?
- Is a bibliography of related items included?
- Are full citations given?

Why is the information useful for my purpose?

- Does the new information change what you know about the topic?
- Is the information pertinent to your needs?
- Is the information verifiable in a reputable print source?

Critical evaluation worksheet

CRITICAL EVALUATION STRATEGY

WEB SITE EVALUATION

Site to evaluate as large group

Feline Reactions to Bearded Men

http://
www.improb.com/airchives/classical/cat/cat.html

Assignment

Using the critical evaluation sheets, work with your team to critically evaluate sites you have located and bookmarked from the search assignment.

Use of Information

Engagement with resources
Extract relevant information

Citation of information

APA Reference
Last name, First initial. (Year, Month Day created) *Site name*. Retrieved Month Day, Year from the World Wide Web: URL.

MLA Reference
Last name, First. *Site name*. Day Month Year of creation. Day Month Year accessed <URL> .

Citation of information

APA Reference
Schrock, K. (1995, June 1) *Kathy Schrock's Guide for Educators*. Retrieved July 10, 2001 from the World Wide Web: http://discoveryschool.com/schrockguide/

MLA Reference
Schrock, Kathleen. *Kathy Schrock's Guide for Educators*. 1 June 1995. 10 July 2001 <http://discoveryschool.com/schrockguide/>.

Online bibliographic citation maker

http://landmark-project.com/citation_machine/cm_book.php3

Assignment

http://landmark-project.com/citation_machine/cm_book.php3
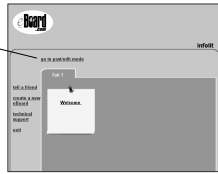
Visit the Citation Machine site and create either MLA or APA bibliographic citations for the sites you have evaluated.

Cut and paste the resulting bibliography into Notepad or Word on your computer.

Synthesis

Organization of information
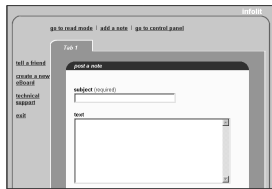Presentation of information

---

eBoard

Post/edit

---

eBoard: Add a new note password

Password

validate

enter the password for post/edit mode

infolit

exit

submit

---

eBoard: Post a note

---

eBoard : http://infolit.eboard.com

1. Put the general topic of your search as the title of the note.
2. Within the note, provide the titles of the sites and a brief description of each of the three you have evaluated.
3. Explain how the sites can be used to support the information literacy skills acquisition process for students.
4. Include the URLs by cutting and pasting your bibliographic citations directly into the note.
5. Add your names and e-mail addresses at the end of the note.

Evaluation

Judge the result
Judge the process

Evaluation

- Discussion of information contained on the eBoard

An information literate person…

- identifies the type & source of information needed
- searches effectively for that information
- critically evaluates the information found
- respects copyright and intellectual property
- is able to present the information in a new way for others to use

---

The End