

Kick It Up!



Incorporating Technology Into Research

**ACSI Southeastern Conference
Greensboro, NC
February 9-10, 2006**

**Liz Martin, NBCT
Director of Media Services
Westminster Catawba Christian School
Rock Hill, S.C.**

ANUPHOLSTRAPHOBIA

- AN
- UPHOLSTRA
- PHOBIA

Fear of not covering material



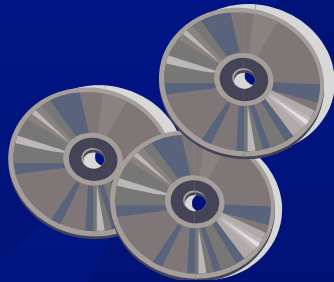
Incorporating Technology Into Research

Research Gurus

- Mike Eisenberg and Bob Berkowitz
- David Loertscher
- Doug Johnson

Technology is...

.com
http
www
@





ISTE Standards

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

1. Task Definition

2. Information
Seeking
Strategies

3. Location and
Access

4. Use of Information

5. Synthesis

6. Evaluation

BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products, or ways of viewing things

Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging



Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



Visit www.big6.com

evaluation

- Judge the product (effectiveness)
- Judge the process (efficiency)

6

task definition

- Define the information problem
- Identify information needed

1

synthesis

- Organize from multiple sources
- Present the information

5

The
BIG 6[™]

4

use of information

- Engage (e.g., read, hear, view, touch)
- Extract relevant information

3

location and access

- Locate sources
- Find information within sources

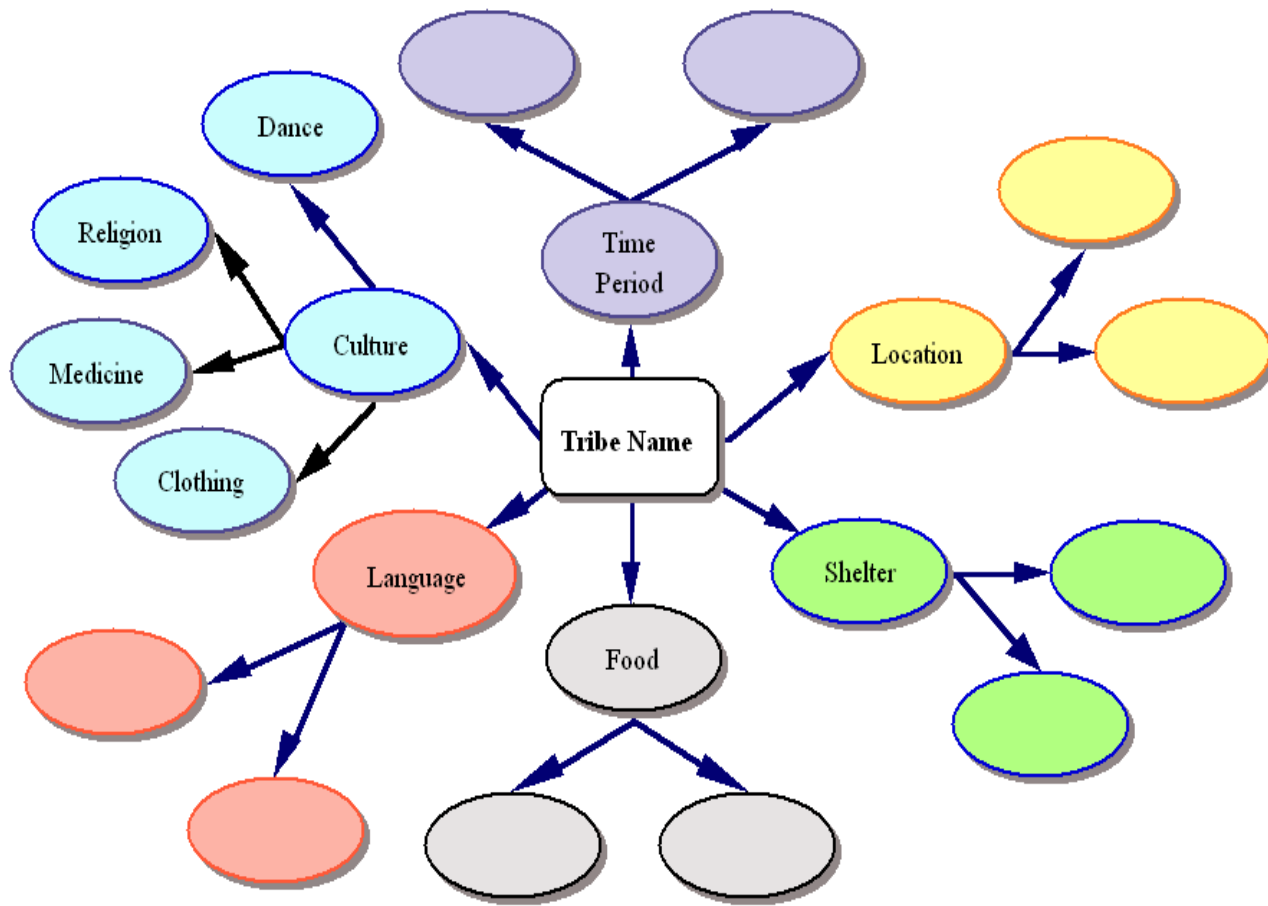
information seeking strategies

- Determine all possible sources
- Select the best sources

2

Task Definition:

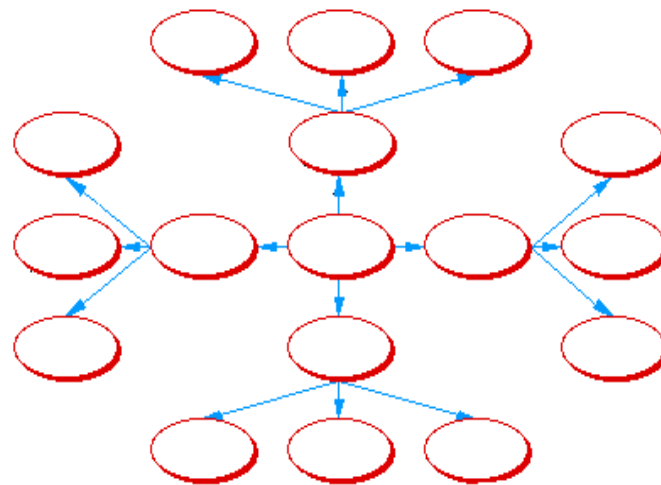
- Define the information problem
- Identify information needed to complete the task
 - Email, listservs, IM
 - Clarify assignments
 - brainstorm
 - Software (i.e. Inspiration)
 - Brainstorm
 - Outline
 - Graphic organizer



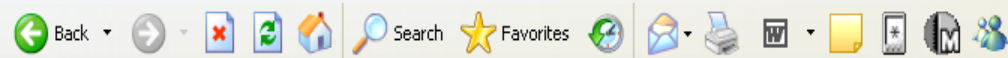


Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.



Return to main [organizers](#) page.



Graphic Organizers

Teacher Activity
Bank:

- [Graphic Organizers](#)
- [Journaling](#)
- [Literature](#)
- [Rubrics](#)

Student Activity
Bank:

- [Graphic Organizers](#)
- [Journaling](#)
- [Literature](#)
- [Rubrics](#)
- [Contact Us](#)
- [SCORE
Language Arts](#)

[Chain of Events](#)[Clustering](#)[Compare/Contrast](#)[Continuum](#)[Cycle](#)[Family Tree](#)[Fishbone](#)[Interaction Outline](#)[Problem/Solution](#)[Spider Map](#)[Storyboard](#)[Venn Diagram](#)[Graphic Organizers](#)[Semantic Mapping for
Concept Formation](#)[KWLH
Technique](#)[Anticipation/Reaction
Guide](#)[The Concept Mapping
Homepage](#)

Activity Bank



Information Seeking Strategies:

- Determine the range of possible sources
- Select the best sources
 - Electronic Resources
 - DISCUS
 - Web Pages



A Service of the South Carolina State Library

South Carolina's Virtual Library

Alphabetical

Subject

Grade Level


Search Tips

DISCUS KIDS








Have you seen a DISCUS billboard? [↗](#)

[Help](#) | [What's New!](#) | [Support Material](#)

DISCUS Databases - Alphabetical

Click on the  for a description. All links open in new windows.

-  [Biography Resource Center +Who's Who](#)
-   [Business & Company Resource Center](#)
-  [Custom Newspapers](#)
-  [Encyclopedia Americana](#)
-  [Expanded Academic ASAP](#)
-  [Gale-InfoTrac menu of databases](#)
-  [General BusinessFile ASAP](#)
-  [General Reference Center](#)
-  [Grolier Multimedia Encyclopedia](#)
-   [Health & Wellness Resource Center](#)
-  [Health Reference Center - Academic](#)

-  [InfoTrac OneFile](#)
-  [Junior Edition](#)
-  [Kids InfoBits](#)
-  [LegalTrac](#)
-  [New Book of Knowledge](#)
-  [SC Newspapers: Columbia & Greenville](#)
-  [Scribner Writers Series](#)
-  [SIRS Discoverer](#)
-  [SIRS Knowledge Source](#)
-  [The State \(see SC Newspapers\)](#)
-  [Student Edition](#)
-  [What Do I Read Next?](#)

Additional Resources from DISCUS Partners

Hands on Health - SC Health and wellness Web sites selected for SC residents by the Medical University of SC Library.

Knowitall.org Educational resources and programs, including video and images, developed by SC Educational Television.

SC Literary Map Information, pictures and Web sites about South Carolina authors, developed by the Palmetto Book Alliance.

SC Reference Room Web sites for South Carolina information, organized by the South Carolina State Library.

SC Teaching Learning Connecting Lesson plans and curriculum and assessment resources linked to the SC curriculum standards, by the SC Department of Education.



Location and Access

- Locate the sources
- Find information within each source
 - Search Engines
 - OPAC



[Settings](#)



[Web](#) | [Pictures](#) | [News](#) | [Local](#) **NEW!** | [Products](#) | [More](#) »

Search

[Advanced Options](#)

[Resources for the Tsunami Relief Effort](#)



MyJeeves BETA



Downloads



Smart Search



Top Searches



Ask Jeeves Kids



Web [Images](#) [Groups](#) ^{New!} [News](#) [Froogle](#) [more »](#)

Google Search

I'm Feeling Lucky

[Advanced Search](#)
[Preferences](#)
[Language Tools](#)

[Ways to help with tsunami relief](#)

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Search

[Advanced Scholar Search](#)
[Scholar Help](#)

Stand on the shoulders of giants

[Google Home](#) - [About Google](#)

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Simple

Boolean

Browse

Study

Patron

[Log In](#)

[Reset](#)

Last 5 Searches

Empty

Last 5 Items

Empty

Save Basket

Save Basket (0)

Bulletin Board

Bulletins (1)

Web Links

[Web Links](#)

Library Information

[Library Information](#)

Help

[Help Page](#)

Tip: Log In when first viewing the web interface to view all available options.

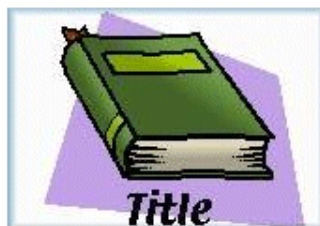
Language

ENGLISH

Search For:



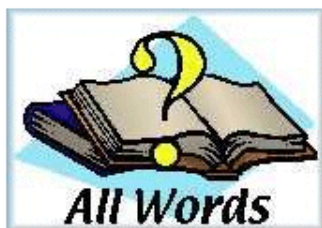
Author



Title



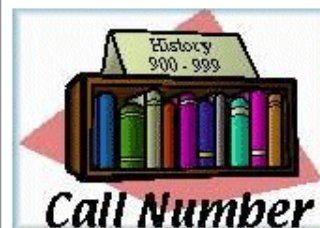
Subject



All Words



Series

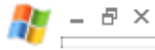


Call Number

Enter the search terms above and choose a field to search.

Springfield Township High School

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Catalog

Search

How do I find... ?

- Search
- Advanced Search
- View BookList

Find

Look in





Information Seeking Strategies:

- Determine the range of possible sources
- Select the best sources
 - Web Site Evaluation

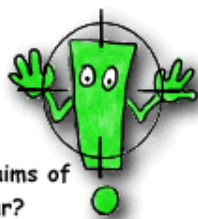
QUICK

The **Q**uality **I**nformation **C**hecklist

Here are eight ways of checking information on web sites.



1. Is it clear who has written the information?



2. Are the aims of the site clear?



3. Does the site achieve its aims?



4. Is the site relevant to me?



5. Can the information be checked?



6. When was the site produced?



7. Is the information biased in any way?



8. Does the site tell you about choices open to you?

1. Is it clear who has written the information?
2. Are the aims of the site clear?
3. Does the site achieve its aims?
4. Is the site relevant to me?
5. Can the information be checked?

Strategies to Teach Web Evaluation

[Home](#) | [About Us](#) | [Cybersites](#) | [Features](#) | [Pipeline](#) | [CyberTours](#) | [Stacks](#) | [Subscriptions](#) | [Archives](#)

There are many Web evaluation tools available on the Internet; however, to really learn evaluation and internalize the process it helps to:

1. Think about the criteria (questions) and develop a tool collaboratively
2. Focus on what you plan to evaluate.

In an ideal situation you would facilitate students or educators in developing evaluation tools, but if that's not possible, it's fine to work individually as you complete the following task. Focus on constructivist strategies you can use to teach Web evaluation.

If you want to learn more about Web evaluation before completing the task, take a [CyberTour](#) on evaluating websites.

Complete the following two tasksthen you are ready to answer the questions below each section.

1. Develop an evaluation tool with a minimum of 5 key questions (or criteria) to critically look at **websites** that you want to recommend to colleagues and students in various curriculum areas. *(If you have access to a computer with a*

Strategy One:

[Link to Teacher Page](#)



A WebQuest About Evaluating Web Sites



<http://mciu.org/~spjweb/evalwebstu.html>

For 9-12 Graders

[Joyce Valenza](#)

[Introduction](#) | [Task](#) | [Resources](#) | [Process](#) | [Evaluation](#) | [Conclusion](#)

Introduction

If you are like most students, you are relying heavily on resources from the Web for your research. Not all Web resources are created equal. In fact, there are great variations in the quality of the resources you access. The rule of thumb is "when in doubt, doubt." When you carefully select your resources, when you understand their strengths and limits, you create better products.

The Task

You will be working in groups of four to evaluate a group of Web pages on the topic of tobacco and smoking, or cloning or another topic of your teacher's choice. Each of you will be examining sites from a different perspective. You will be ranking the sites and comparing your rankings with the rest of the class.

Resources

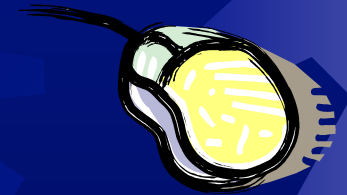
You will each be responsible for completing an [evaluation chart](#), focusing on the perspective you assume within your group.

Use of Information

- Engage
- Extract relevant information
 - Copy/paste
 - Highlight words
 - Download
 - File transfer

Synthesis

- Organize information from multiple sources
- Present the result
 - Word
 - PowerPoint
 - Database
 - Spreadsheet
 - Presentation software
 - Graphics programs





Information Literacy
and
Technology Education
Integration Plan

School Library Media
Services

Suggested Final Projects for K-12 Students

South Carolina Department
of Education

Art Gallery	Banner	Block Picture Story	Book	Brochure
Chart	Choral Reading	Coat of Arms	Collage	Commercial
Comic Strip	Computer program	Costume	Diary	Recipe
Debate	Demonstration	Detailed Description	Puppet Show	Picture
Dialogue	Eulogy	Tape - Video	Riddles	Story
Electronic Presentation	Essay	TV News Show	Skit	Story Wheel
Fact File	Family Tree	Diorama	Vocabulary List	Photo Album
Flag	Game	Experiment	Advertisement	Storytelling
Flip chart	Hidden Picture	Flannel Board	Shadow box	Bulletin Board
Graph	Jigsaw puzzle	Glossary	Artwork	Fairy Tale
Illustrated Story	Box/suitcase of artifacts	HyperStudio stack	Poem	Photo Essay
Lesson	Journal	Model	Reader's Theater	Poster
Map	Magazine	Myth	Scrapbook	Rebus Story
Newspaper Story	Museum exhibit	PowerPoint presentation	Travelogue	Sculpture
Pamphlet	Oral Report	Letter	Written Report	Song
Panel Discussion	Mural	Mobile	Monologue	Tape - Audio
Visual Display	Dramatic Presentation	Editorial	Speech	Time Line

Evaluation

- Judge the product
- Judge the information problem-solving program

➤ Rubrics

Presentation Rubric

Evaluating Student Presentations

Developed by Information Technology Evaluation Services, NC Department of Public Instruction

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

- [Back to the Web Tutorial](#)

Partnerships



- **Communication**
- **Cooperation**
- **Collaboration**



ISSUES

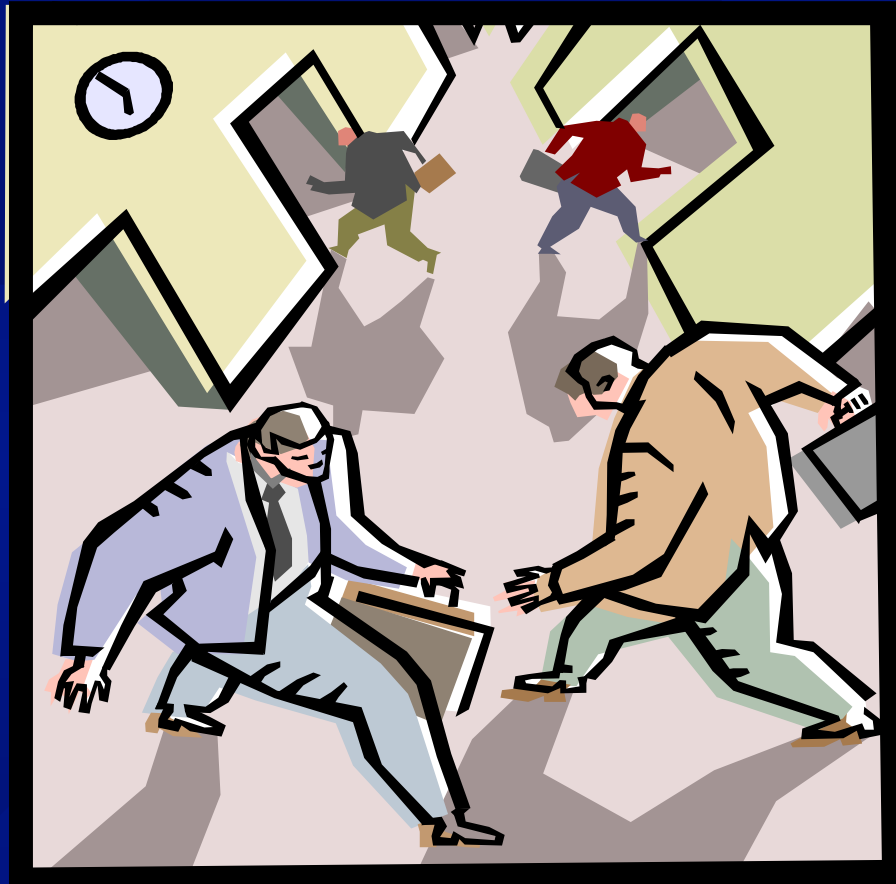
- Schedules
- Colleagues

Meet with teachers/media specialist

- Project ideas
- Lesson plans
- Content standards



Roaming



Activity





Sample Lessons

Twelfth grade

Web site evaluation



K-12 Information Literacy
and
Technology Education Integration
Plan

School Library Media
Services

**Collaborative Planning
Guide**

South Carolina
Department of Education

Title of Lesson: Web Site Evaluation: WebQuest

Grade Level: 12

Subject Area: ELA

Course: Humphrey

Subject Standard(s) E4R1.1, E4R1.2, E4R1.4, E4R1.5, E4R1.6, E4R1.7, E4R1.8, E4W3.1, E4W3.2, E4W3.3, E4C2.1, E4C2.3, E4C2.4, E4C3.1, E4C3.2, E4C3.3, E4C3.4, E4C3.5, E4C3.6, E4C3.7, E4C3.8, E4RS2.1, E4RS2.2, E4RS2.4, E4RS2.5, IL1, IL2, IL3, IL6, IL7, IL8, IL9, NETS1, NETS2, NETS5

Specific lesson content: ELA

Specific skills for this lesson: www navigation

Lesson summary: Students will be assigned one of four roles in a webquest designed to evaluate internet sites

Lesson objectives: compare and contrast websites to determine quality, currency, bias and usability

Focus Questions for the lesson: What criteria is essential in determining choosing an internet site

Summative assessment for lesson: web site evaluation chart

Roles and Responsibilities: In this section you will explain the collaborative component of the lesson. For each instructor involved in the lesson you will list what his or her role and responsibilities for the lesson are.

Classroom Teacher

Evaluation rubric
Assign group roles

Library Media Specialist

Web site evaluation web quest site
Evaluation criteria
Graphic organizer

Sample Lessons

Fourth Grade:

[Colonial America Lesson Plan](#)

[Colonial America Grid](#)

[Colonial America Project](#)





Resources



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South Carolina Department of Education **ED BLAST!**

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Superintendent



Inez Tenenbaum
Inez Tenenbaum

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News [News archives](#)

South Carolina a top performer in improving teacher quality, sixth best for raising standards
01/05/2005

South Carolina continues to be recognized as a leader in improving teacher quality – ranking second in the nation after top-place Louisiana – according to a respected national report card released today. South Carolina also ranked sixth in the nation for raising academic standards and improving accountability.

[\[more...\]](#)

National magazine honors state school bus director as 2004 'Administrator of the Year'
12/28/2004

Programs

- [2004 United States Senate Youth Pro](#)
- [21st Century Community Learning Cen](#)
- [ABACUSxp](#)
- [Academic Plans for Students](#)
- [Accounts Payable](#)
- [Act 135 Parent/Family Literacy \(Pro](#)

Calendar

Jan 7, 2005

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- [01/11/2005- State Board of Education Committee](#)
- [01/12/2005- State Board of](#)



NC STANDARD COURSE OF STUDY

TEXTBOOKS PUBLICATIONS TESTING TEACH4NC QUICK LINKS

- NC SCS HOME
- ARTS EDUCATION

- COMPUTER / TECHNOLOGY SKILLS**
 - Standard Course of Study
 - Resources
 - FAQ

- ENGLISH AS A SECOND LANGUAGE
- ENGLISH LANGUAGE ARTS
- GUIDANCE
- HEALTHFUL LIVING
- INFORMATION SKILLS
- MATHEMATICS
- SECOND LANGUAGES
- SCIENCE
- SOCIAL STUDIES
- CAREER TECHNICAL EDUCATION
- NC SCS DIRECTORY

STANDARD COURSE OF STUDY

COMPUTER/TECHNOLOGY SKILLS :: TABLE OF CONTENTS

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TABLE OF CONTENTS

[Acknowledgements](#)

[Preface](#)

[Philosophy](#)

[Organization of Curriculum](#)

[Focus Areas by Grade Level](#)

Objectives Organized by Grade Level

Early Grades K-2

- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [NETS-S Profiles of Technology Literate Student by end of Grade 2](#)

Intermediate Grades 3-5

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [NETS-S Profiles of Technology Literate Student by end of Grade 5](#)



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- ▶ Press Room
- ▶ For Students
- ▶ For Parents
- ▶ For Teachers
- ▶ For Administrators
- ▶ Featured Sites
- ▶ Educational Directory
- ▶ Data & Reports
- ▶ Forms
- ▶ Site Index
- ▶ Contact Us
- ▶ Jobs
- ▶ Search



Education for a Lifetime



DIVISION OF Technology
EDUCATION • INFORMATION • TELEPRODUCTION

Standards 

- Conference
- FYI
- Instructional Television
- Library Media
- Prof Development Calendar
- Resources
- Staff
- Standards
- Web-based Initiative

Technology Standards – Students and Instructional Personnel



Students
Computer/Technology Standards

- Instructional Personnel*
- Technology Standards For Instructional Personnel [8VAC 20-25-10 et seq]
 - Licensure Regulations / Technology Standards - Regulatory SUPTS. MEMO No. 2 and Corrections, May 1, 1998
 - "Implementation of..." Technology Standards for Instructional Personnel - SUPTS. MEMO NO. 8, September 21, 2001



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- Admissions ▶
- contact us / employment

Library Media Center

Mission Statement

To ensure that students and staff are effective users of ideas and information in a manner that honors God



- Staff
- Special Programs
- Student Links
- Policies
- Instructional Program
- Teacher Links
- Curriculum Connections
- Professional Presentations

- [Current News](#)
- [2004-2005 Event Calendar](#)
- [Accelerated Reader](#)
- [Art Gallery](#)
- [WCCS Publications](#)
- [Library Media Center](#)



Performance Matrix, K-12

Student Information Literacy
and
Technology Education



School Library Media Services

South Carolina Department
Of
Education



Big6 - ISTE - AASL STANDARDS	K	1	2	3	4	5	6	7	8	9	10	11	12
Kindergarten - 2 w/Super3 Questioning	K	1	2										
TD Analyze information needs in terms of questions or problems to be explored using the Super 3 Problem Solving Process and concept mapping or graphic organizers.	I	R	U										
ISG Gather and evaluate information and communicate to others with support from teachers, family members, or student partners using resources including telecommunications (e-mail) writing, drawing, speaking. (4)	I	R	U										
LA Use input devices and output devices to successfully operate computers, VCRs, audio tapes, telephones, and other technologies. (1)	I	R	U										
LA Access and use developmentally appropriate resources to support learning. (1)	I	R	U										
UI Identify and communicate about technology and resources using developmentally appropriate and accurate terminology. (Name components of print, electronic resources and hardware) (1, 3)	I	R	U										
UI Locate, select, use and organize a variety of print, media and technology resources for directed and independent learning activities and personal interests. (1, 3)	I	R	U										
UI Demonstrate positive social and ethical behavior when using technology and information resources. (2)	I	R	U										
UI Work cooperatively and collaboratively with peers, family members, and others when using technology and information resources related to the curriculum. (2)	I	R	U										
UI Practice responsible use of technology and information systems and related resources including software, print, and media. (2)	I	R	U										
S Create developmentally appropriate products with support from teachers, family members, or student partners to include web media, book production, video, photography. (3)	I	R	U										
S Use resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)	I	R	U										
E Use self-evaluation rubric(s) and teacher evaluation rubric(s) to assess final products to include the use of resources and tools throughout the problem solving process as well as the information learned.	I	R	U										



Big6 – ISTE - AASL STANDARDS	K	1	2	3	4	5	6	7	8	9	10	11	12
Grades 3 - 5	K	1	2	3	4	5	6	7	8	9	10	11	12
TD Analyze information needs in terms of questions or problems to be explored using the Big6 Problem Solving Process and concept mapping and/or graphic organizers.				I	R	10							
IS8 Determine when technology is useful and select the most appropriate tool(s) and technology and/or information resources to address a variety of tasks and problems. (5,6)				I	R	10							
LA Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)				I	R	10							
UI Identify common uses of technology in daily life and advantages and disadvantages; those uses provide. (1, 2)				I	R	10							
UI Explore basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)				I	R	10							
UI Use general-purpose productivity tools and peripherals to support personal productivity, to remediate skill deficit, and to facilitate learning throughout the curriculum. (3)				I	R	10							
UI Locate, select, use and organize a variety of print, media and technology resources for directed and independent learning activities and personal interests.				I	R	10							
UI Use telecommunications efficiently and effectively to access remote information and communicate with others in support of directed and independent learning and for pursuit of personal interests. (4)				I	R	10							
UI Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources and other resources. (5)				I	R	10							
S Use technology and media tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)				I	R	10							
S Use telecommunications and online resources to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom. (4, 5)				I	R	10							
S Use technology and information resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)				I	R	10							
E Use self-evaluation rubric(s) and teacher evaluation rubric(s) to assess final products to include the use of resources and tools throughout the problem solving process as well as the information learned.				I	R	10							

Big6 – ISTE - AASL STANDARDS	K	1	2	3	4	5	6	7	8	9	10	11	12
Middle School	K	1	2	3	4	5	6	7	8	9	10	11	12
TD Analyze information needs in terms of questions or problems to be explored using the Big6 Problem Solving Process and concept mapping or graphic organizers.	I	R	R	R	R	IU	IU	IU	IU	IU	IU	IU	IU
IS8 Demonstrate an understanding of concepts underlying information and technology systems including organization, resources, hardware, software, and connectivity, and practical applications to learning and problem solving. (1,5)							I	R	IU				
LA Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)							I	R	IU				
UI Locate, select, organize, and use appropriate information and technology resources to accomplish a variety of tasks and solve problems. (5,6)							I	R	IU				
UI Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of print, electronic information and other media sources concerning real-world problems. (2,5,6)							I	R	IU				
UI Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)							I	R	IU				
UI Exhibit legal and ethical behavior when using information and technology, and discuss consequences of misuse. (2)							I	R	IU				
UI Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculator, exploratory environment, Web tools) to support learning and research. (3,5)							I	R	IU				
UI Apply productivity tools, e-mail, multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3,6)							I	R	IU				
S Design, develop, publish, and present products (e.g., Web pages, videoblogs) using technology and information resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)							I	R	IU				
S Collaborate with peers, experts, and others using telecommunications and collaborative information resources to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4,5)							I	R	IU				
E Use self-evaluation rubric(s) and teacher evaluation rubric(s) to assess final products to include the use of resources and tools throughout the problem solving process as well as the information learned.	I	I	R	R	R	IU	IU	IU	IU				

Big6 – ISTE - AASL STANDARDS	K	1	2	3	4	5	6	7	8	9	10	11	12
High School	K	1	2	3	4	5	6	7	8	9	10	11	12
TD Analyze information needs in terms of questions or problems to be explored using the Big 6 Problem Solving Process, concept mapping or graphic organizers.				I	R	R	R	R	R	R	R	R	IU
IS8 Make informed choices among technology systems, information resources, and services. (1,2)										I	R	R	IU
IS8 Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)										I	R	R	IU
LA Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)										I	R	R	IU
UI Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)										I	R	R	IU
UI Organize and use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, statistics, correspondence). (3, 4)										I	R	R	IU
UI Select and apply technology tools and information resources for research, information analysis, problem-solving, and decisionmaking in content learning. (4, 5)										I	R	R	IU
S Routinely and efficiently use online and print information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)										I	R	R	IU
S Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)										I	R	R	IU
S Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology and information resources to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)										I	R	R	IU
E Use self-evaluation rubrics and teacher evaluation rubrics to assess final products to include the use of resources and tools throughout the problem solving process as well as the information learned.	I	I	R	R	R	IU	IU	IU	IU	IU	IU	IU	IU
<u>Key for Grade Level Standard</u>	<u>Big6 Key</u>												
I—Introduce R—Reinforce IU—Independent Use (to the degree that meets the standard and is appropriate)	TD—Task Definition IS8—Information Seeking Strategies LA—Location and Access UI—Use of Information S—Synthesize E—Evaluation												



K-12 Information Literacy
and
Technology Education Integration
Plan

**Collaborative Planning
Guide**

School Library Media
Services

South Carolina
Department of Education

Title of Lesson: _____		
Grade Level: _____	Subject Area: _____	Course: _____
Subject Standard(s): Insert the specific standard(s) relating to the content of the lesson. _____		
Specific lesson content: _____		Specific skills for this lesson: _____
Lesson summary: _____		
Lesson objectives: _____		
Focus Questions for the lesson: _____		
Summative assessment for lesson: This is the assessment administered at the end of the lesson. It should measure the standards-based content and skills in a format appropriate for the learning required. _____		
Roles and Responsibilities: In this section you will explain the collaborative component of the lesson. For each instructor involved in the lesson you will list what his or her role and responsibilities for the lesson are. _____		
Classroom Teacher	Library Media Specialist	Technology Integration Specialist (or other partnering teacher)
_____	_____	_____

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TECHNOLOGY/CURRICULUM INTEGRATION

Use technology as a tool to empower students to be actively involved in inquiry as learners, workers and explorers.

What is the Learner Doing?	Enabling Tool	Technology Applications	Technology Tool
Predicting	Graphic Organizer/ Visual Display Tool	Brainstorming Tool/Mindmapping	Inspiration/Kidspiration
Locating/Finding	Information Access Tool	Online Catalog, CD-ROM, Internet/Web sites, Search Engines, Subject Directories information sources primary sources	NoteStar
Searching			KidsConnect*
Evaluating		interactive/telcollaborative sites fee-based full-text information	Noodle Tools*
			Octopus*
			Filamentality/Hunt*
			WebSites*
			Quia, WebCopier*
			The Rubricator
Communicating	Communication/ Collaboration Tool	email	Microsoft Outlook
Collaborating		Internet listservs, groupware collaborative authoring programs chat, instant messenger, threaded BB	Tapped In (MUVE)* KidPad* FrontPage, MultiCity* Eboard*, Nicenet*
Organizing	Organization Tool	databases, spreadsheets desktop organizers	Microsoft Office Octopus* MyCorkBoard*
Synthesizing		website favorites/bookmarks visual tools/graphic organizers Web pages	Backflip* Inspiration FrontPage, Keeboo

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Integration of the Big6™ and ISTE NETS for Students

Big6™	ISTE NETS for Students	Explanation
Entire Big6™ model	<ol style="list-style-type: none"> 1. Basic operations and concepts <ol style="list-style-type: none"> a. Students demonstrate a sound understanding of the nature and operation of technology systems. b. Students are proficient in the use of technology. 2. Social, ethical, and human issues <ol style="list-style-type: none"> c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 	<p>Through the Big6 model, students will use technology skills and become proficient in the use of various technologies. In so doing, students will develop positive attitudes.</p>
<ol style="list-style-type: none"> 1. Task Definition <ol style="list-style-type: none"> 1.1 Define the problem. 1.2 Identify the information requirements of the 	<ol style="list-style-type: none"> 4. Technology Communications Tools <ol style="list-style-type: none"> a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. 	<p>In defining a problem, students may use telecommunications software to collaborate with others or to contact an</p>

8.5 x 11 in

1 of 3

Internet

The background is a dark blue field filled with faint, semi-transparent gear shapes of various sizes. On the left side, there is a vertical strip with a colorful, textured pattern of orange, yellow, and brown, resembling a close-up of interlocking gears.

**Handouts, web links, resources, and other
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available at:**

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