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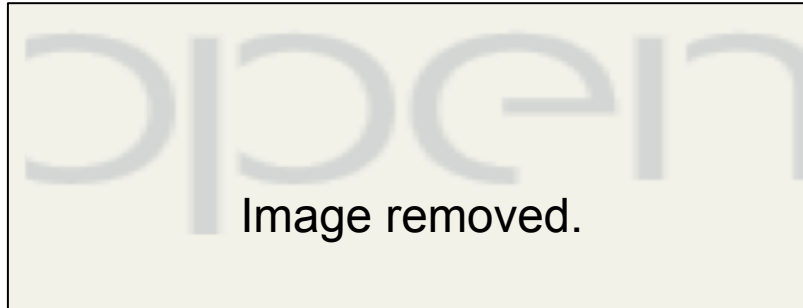


# INFORMATION AND COMMUNICATION TECHNOLOGIES/MULTIMEDIA LITERACY:

## IMPLICATIONS FOR LITERACY EDUCATORS

**EDU 403**

**WEEK 11**



# ASSESSING ITC LITERACY

Educational Testing Service  
Princeton NJ



4

Screenshots removed from the  
following website:

[Educational Testing Services](#)

INFORMATION AND  
COMMUNICATION TECHNOLOGIES:  
VISITING A WEBSITE



6

Please visit the following website:

National Geographic

<http://www.nationalgeographic.com/>

## WHAT DO WE KNOW?

***Technology proficiency alone is not adequate for success in information age jobs***

***Cognitive skills are involved in accessing, managing and analyzing information, and creating messages***

***A combination of “tool competence” and cognitive skills are needed***



# WHAT DO WE KNOW?

*Students have difficulty generating and refining questions that are suitable for online searching*

*Students will spend time searching, and not very efficiently, and they need to be supported to engage in the content, so that they are interpreting and learning from it.*

*Students tend to seek answers rather than aim for understanding*

*Students don't evaluate sources; they accept content from on-line sources at face value*

## WHAT DO WE KNOW?

***There is an important relationship between what students already know in a domain and how they are able to use strategies for searching and evaluating information.***

## MS. HAHN'S UNIT

- Students developed driving questions, as well as three sub-questions.
- Students learned the difference between “browsing” and “searching” and learn to keep records of search terms they use and websites they visit.
- Students learned to evaluate the credibility of a website and they learn how to determine if a website contains information for which they are searching.
- They also learned how to use text to mentally create and then draw an image in order to help them slow down and tackle difficult scientific text.
- Students spent one day putting all the pieces of their research together.
- Students present answers to driving questions and sub-questions on a poster in a “poster session

# INSTRUCTIONAL PLAN

## Phase 1

- Students found a purpose/focus for searching on the Internet by developing driving questions and sub-questions.

## Phase 2:

- Students learned how to “slow down,” and learn to pay close attention to how the search is being done
  - Distinguishing between “shopping” and browsing
  - Keeping track of urls
  - Keeping track of search terms
  - Being aware of how much time is spent at a site

## Phase 3:

- Students focused specifically on “search terms” during the next few days.

## Phase 4:

- Students found final pieces of information and put pieces together to answer questions.