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UNIVERSITY OF MICHIGAN

INFORMATION AND COMMUNICATION TECHNOLOGIES/MULTIMEDIA LITERACY:

IMPLICATIONS FOR LITERACY EDUCATORS

EDU 403

WEEK 11

Image removed.

Assessing ITC Literacy

Educational Testing Service
Princeton NJ

Screenshots removed from the following website:

Educational Testing Services

INFORMATION AND COMMUNICATION TECHNOLOGIES:

VISITING A WEBSITE

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.