

PBS TeacherLine Course Syllabus

Title

Evaluating and Organizing Internet Resources and Content (formerly Tech175)

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS "Practice Learning Online with TeacherLine" course.
- Be familiar with elementary, middle, or high school educational content.

Course Description

The Web democratizes information; it is, in essence, an anarchistic democracy. Anyone can publish anything on the Web if he or she can acquire space on a Web server. Whatever your views on this (as an educator and/or personally), this is the reality of the Web and the Internet. Therefore, we as educators have a new role added to our jobs. We must actively and with forethought ensure that our students become aware of the new responsibilities the Web imposes on them: evaluating Internet material and using it appropriately and well. In order to help them make effective use of this tool, we need to include in our lessons exercises about evaluating Web information, citing wisely, and giving attribution. This in effect, forces us to review and rethink how we present information. This course will present strategies and techniques to help learners create their own set of criteria for themselves and their students to evaluate Web resources. They will create a Student Web Research Proposal, and then develop a lesson plan that they will implement in the classroom.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university.

Goals

In this course, learners will explore the basic concepts and practices associated with evaluating and organizing Internet resources and content. They will also identify and create evaluation criteria to help them and their students assess the validity and credibility of Web sites used for academic research.



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At the end of this course, learners will:

- Learn how to use and develop evaluation criteria for Web site search results.
- Learn how to utilize tools to help keep track of Web sites you have evaluated to be acceptable.
- Understand the importance of and how to create Internet research method guidelines for classroom and student use to avoid issues of plagiarism and copyright law.
- Learn how to have their students use Web site evaluation criteria.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, Learners will develop a student research project proposal, create and implement a lesson plan introducing Web site evaluation, and then write a reflection paper based on the implementation of their lesson plan.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS*T:

I. Technology Operations and Concepts.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

II. Planning and Designing Learning Environments and Experiences.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.



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III. Teaching, Learning, and the Curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards
- C. Apply technology to develop students' higher order skills and creativity.

V. Productivity and Professional Practice.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- C. Apply technology to increase productivity.

Visit cnets.iste.org for a full list of the ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and more information about these standards.

Session 1: Evaluating Search Results

As the digital age continues to grow and younger and younger children are online it is extremely important that we teach them to be information literate. But what does that mean? Well for one, with the vast amount of Web resources available, we can help them learn to determine what is a credible Web site and what is not. This session will help you to understand the purposes of using tools to help evaluate Web sites and determine the differences, if any, between evaluating Web sites for student and teacher uses.

By the end of this session, learners will be able to:

- Define your professional goals and expectations for this course in your online journal.
- Explain your prior knowledge about evaluating Internet resources.
- Explain your view on why an assessment tool for Internet resources is needed and what you currently do to evaluate such resources.
- Explain how you will use strategies to evaluate Internet resources with your students and how this might impact your teaching practice.
- Identify and evaluate a good Web site in a specific content area of your curriculum that could improve the teaching of the content.

Read

- "Evaluating and Using Web-Based Resources"

View video

- "The Smithsonian Dinosaur Site"

Complete Activity

- Search for and identify 3 or 4 Web sites they think might be useful in teaching a specific content area in their curriculum.

Write in online journal

- Reflect on expectations for this course.
- Reflect on prior knowledge.



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- Referring to the article, “Evaluating and Using Web-Based Resources,” reflect on the following: “What changes do you foresee in your instructional practices or how your students will approach online research?”

Participate in an online discussion

- Introduce themselves to other learners.
- Respond to the following: “Why do we need to have evaluation criteria for Internet content? Explain your thoughts on the difference between evaluating resources used for professional use versus student use.
- Post the address of a Web site and identify ways the site supports a specific content area within their curriculum.

Session 2:

On first glance, a Web site may look like it's a valid resource. The graphics are professional looking, the page layout looks appealing, and the title makes you believe that this page contains exactly the kind of information you are looking for. However when you look closer, you may discover that the content may not exactly match the quality or validity of what the site initially appeared to be. In this session, you will learn to determine the criteria to use when evaluating Web sites, and begin to plan ways to teach this information to your students.

By the end of the session, learners will be able to:

- Develop a Web site evaluation tool.
- Reflect on the importance of teaching information literacy and determine information literacy skill that they plan on teaching.
- Create a student research project proposal that involves Web research.

Read

- “Fact, Fiction, or Opinion? Evaluating Online Information”
- “Teaching Information Literacy: Tips and Resources”
- “Student Research in the Classroom”

View video

- “From Content to Context”

Complete activity

- Review the following Web sites containing Web site evaluation tools
 - [Evaluating Web Pages: Techniques to Apply & Questions to Ask](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html)
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
 - [What Makes a Good Web Page?](http://math.rice.edu/~lanius/pres/design/rubric2.html)
<http://math.rice.edu/~lanius/pres/design/rubric2.html>
 - [Rubrics](http://www.shambles.net/pages/staff/rubrics/) <http://www.shambles.net/pages/staff/rubrics/>
 - [Blue Web'n Site Evaluation Rubric](http://www.kn.pacbell.com/wired/bluewebn/rubric.html)
<http://www.kn.pacbell.com/wired/bluewebn/rubric.html>

Complete assignments

- Web Site Evaluation Tool
- Begin Student Research Project Proposal: Final Project Part I



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Write in online journal

- Reflect on the following: “Pretend you are going to give a short introductory speech to your students on information literacy and the importance of evaluation. Write a paragraph describing what you would say to your students to explain the concept.”
- Post your Web Site Evaluation Tool to your dropbox. Once you have posted it into the dropbox, go in and post it onto the discussion board for peer review. Be sure to consult the peer review rubric.

Session 3: Using What You Find

Identifying the criteria to use when selecting Web sites for your classroom is an important first step in setting up Web research for your students. The next step is to identify, evaluate, and select the sites you would like your students to use. Once you do that, developing a way to organize the sites and present them will help focus students on the task you want them to accomplish.

By the end of this session, learners will be able to:

- Discuss the effectiveness of using Web site evaluation tools.
- Discuss and identify several organizational strategies.
- Analyze organizational strategies they have used and explain how they will incorporate them in their teaching practice.

Read

- “Finding Web Sites Checklist”
- “Bookmarking”
- “Beyond Bookmarking”

Complete activity

- Select and use two Web site organizational strategies which allow them to share sites with others.
- Explore Evaluation Exploration interactive.

Complete assignment

- Student Research Project Proposal: Final Project Part I. Post this to your dropbox. Once you have finished your student research project proposal, post it to the discussion board and use peer review guidelines to provide feedback to two other learners.

Write in online journal

- Analyze the strategies for organizing classroom Web sites and reflect on how they will incorporate these strategies into their teaching practice.

Participate in an online discussion

- Respond to the following: How effective is the use of a Web Site Evaluation Tool for evaluating educational sites?



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- Respond to the following: What organizational strategies have you used, use right now, or would like to try, in order to be able to share Web sites with your students?

Session 4: Copyright Issues and the Web

Because it is so easy to find resources on the Internet, many educators are often left wondering if it's okay to use everything they and their students find on the Web. The use of Web content, however, is governed by copyright law. To help teachers and students understand these issues, many schools have developed their own Acceptable Use Policies.

By the end of this session, learners will be able to:

- Explain and discuss how they have proceeded in your classroom when confronted with copyright issues.
- Explain and analyze their school district's Acceptable Use Policy.
- Explain strategies they will use to avoid copyright and acceptable use issues in their classrooms.

Read

- "Copyright 101 for Educators"
- "In Search of Appropriate Usage Guidelines"

View videos

- "Student Citation"

Complete assignment

- Acceptable Use Policy Assignment

Write in online journal

- Reflect on the following: "Explain some instances that have come up or you expect to come up in your classroom regarding acceptable use issues and identify strategies you will employ to address these issues."

Participate in online discussion

- Explain a time in their teaching practice when they have confronted copyright issues with students. Discuss what they have done.

Session 5: Evaluation and Etiquette in the Classroom

Getting our students to use and understand the Web is an important skill, however, we must not overlook another aspect of Web literacy: computer etiquette. In this session, you will create a lesson to use in your classroom, and then learn about additional concepts to teach your students.

By the end of the session, learners will be able to:

- Develop a lesson plan in which students use the Web Site Evaluation Tool.
- Explain how they would address appropriate technology behavior in the classroom.
- Create a mission statement for students to become digital citizens and discuss how to apply it to a case scenario.



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Read

- “Digital Citizenship: Addressing Appropriate Technology Behavior”

Complete activity

- Internet Etiquette Quiz Interactive



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Complete assignment

- Begin Lesson Plan: Final Project Part II.

Participate in an online discussion

Create and post a mission statement for the classroom on how students can be Digital Citizens and then respond to the following: "A case of online bullying has occurred between students in your classroom. Using your mission statement, how would you address this scenario?"

Session 6: Assessing Student Work

In the past five sessions, learners acquired skills and information to create their own Web site evaluation tool, teach their students how to evaluate Internet resources and assess their ability to do so. They have also learned to implement organizational strategies and to understand, analyze and develop Acceptable Use Policies and responsible behavior when having students conduct online activities. This final session will provide them with the opportunity to pull together all the concepts they have learned during the course through evaluating and reflecting on all the pieces of their final project.

By the end of this session, learners will be able to:

- Evaluate the implementation of a Web lesson plan and explain changes they would make based on observations.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in a journal activity.
- Analyze and reflect on the learning experience in this course by reflecting about their professional goals and expectations in the online journal.
- Reflect on and analyze ways of expanding the use of technology integration in their teaching practice.

Read

- "Curriculum Design and Technology Integration"

Final Project

- Complete and submit Lesson Plan: Final Project Part II and Student Web Evaluation Tool.
- Complete and submit Reflection Paper: Final Project Part III.

Write in online journal

- Reflect on the following: "Think of one piece of software, hardware or Internet resource that you can use to further integrate into your curriculum and explain a unique application of doing so."
- Acquired knowledge
- Professional goals and expectations



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Schedule

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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