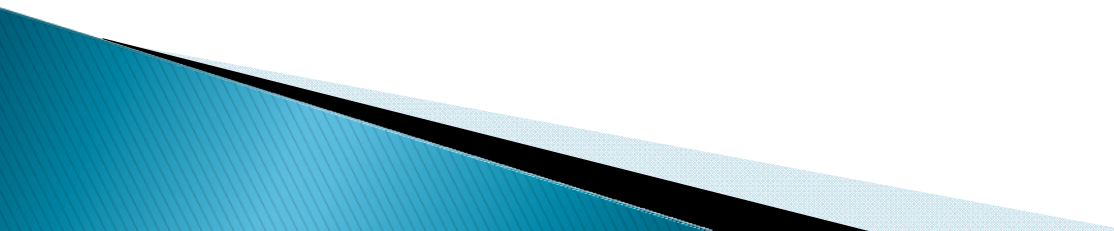


The Web: Believe It... or Not?

Cathy McLaren
Administrator of ICT
Brandon School Division

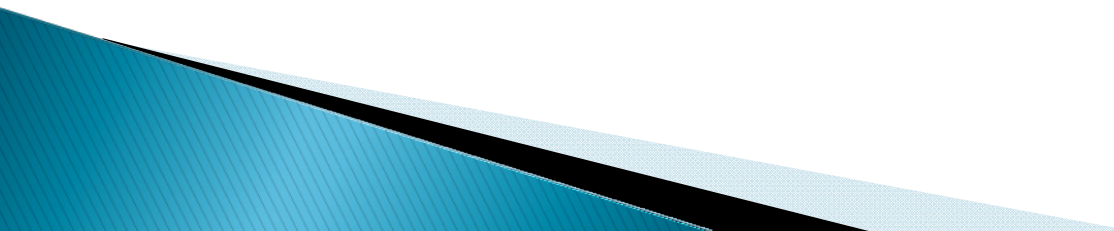
When I Was a Little Girl...

- ▶ read what was given to me:
 - textbooks from teachers
 - reference books from librarians
 - encyclopedias at home and school
 - local newspaper

 - ▶ watched/heard what was available:
 - 2 channels of television
 - small number of radio stations
- 

In this Day and Age...

▶ The World Wide Web:

- a worldwide collection of documents, images and other resources
 - easy for individuals and organizations to publish ideas and information to a worldwide audience
 - no credentials necessary
 - 2008: indexed web contains at least 45 billion pages
 - without publishers and librarians to filter it
 - requires the ability to read
 - requires skills to investigate digital information in order to judge its value
- 

So?

Reading remains core to literacy. But we must be willing to expand our notions of reading to include skills to research and find information, gain meaning from what we find, and evaluate the information in order to select that which is most valuable.

– David Warlick

Literacy with ICT Across the Curriculum

COGNITIVE DOMAIN

 Learning Experiences

**Knows
Comprehends
Becomes Aware**

**Analyzes
Applies
Believes**

**Synthesizes
Evaluates
Values**

Plan and Question

P-1.1 recalls and/or records prior knowledge and asks topic-related questions



P-2.1 constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs



P-3.1 evaluates original inquiry questions and creates new questions for future inquiry



P-1.2 follows given plans



P-2.2 adapts given electronic plans

P-3.2 designs own electronic plans

Gather and Make Sense

G-1.1 finds and collects information (text, images, data, audio, video) from given media sources



G-2.1 refines information searches using a variety of media sources



G-3.1 incorporates new information with prior knowledge and adjusts inquiry strategies



G-1.2 identifies sources of information and provides bibliographic/reference data



G-2.2 analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria



G-3.2 assesses textual, numerical, aural, and visual information, as well as the sources of the media, to determine context, perspective, bias, and/or motive



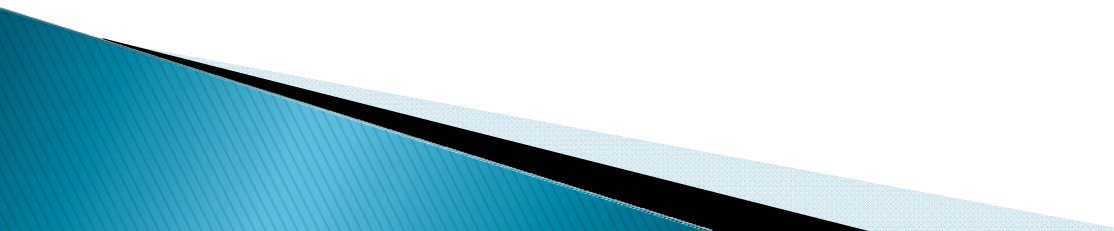
G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT



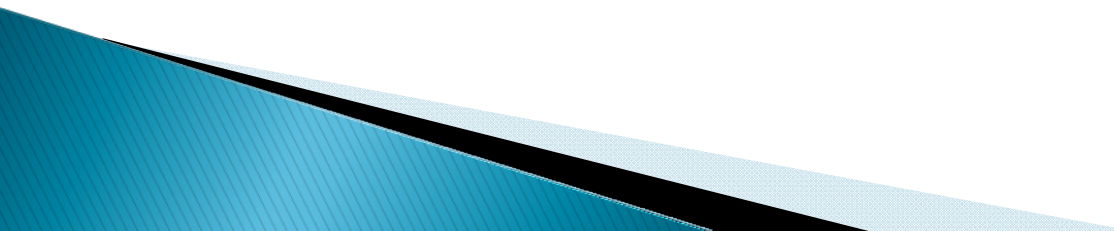
suitable for the purpose



Tools

- ▶ Cornell University: [Five Criteria](#)
 - ▶ University of California Berkeley: [Techniques & Questions](#)
 - ▶ Kathy Schrock: [Critical Evaluation Surveys](#)
 - ▶ QUICK: [The Quality Information Checklist](#)
 - ▶ Dalhousie University Library: [Criteria](#) for Evaluating Web Sites
 - ▶ San Francisco Public Library: [5Ws](#)
 - ▶ Alan November: [Information Literacy Resources](#)
 - ▶ Noodle Tools: intelligent search/quality [results](#)
- 

Instructional Approach

- ▶ Which one does not belong?
 - ▶ What if the author information isn't available?
 - ▶ Modeling, modeling, modeling!
- 



Goals-Based Approach to Evaluating Internet-based Information

- ▶ using tools and materials appropriate to the task
- ▶ no traditional criteria where resource is stamped “Good” or “Bad”
- ▶ evaluating research material is goals-oriented like the student product
- ▶ part of evaluation process is to identify and collect supporting information about the information
- ▶ Internet Evaluation Form: based on goal(s) of the work
- ▶ focuses on how the content/format helps accomplish the goal

Resources

<http://www.landmark-project.com/evaluation/dic1.php>

<http://www.edtechnot.com/notarticle503.html>

<http://www.ncsu.edu/project/meridian/jun98/feat2-6/feat2-6.html>

http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/backgrounders/warlick_evaluating.cfm

http://novemberlearning.com/index.php?option=com_content&task=category§ionid=5&id=27&Itemid=93