

Information Literacy in the Internet Age: Guided Access vs. Surfing the Web

Marcia Herman

This presentation is a lesson plan to assist teachers and librarians with teaching students how to use the Internet as a research tool. First, decide what the objective is for the subject area chosen. What do you want students to know? What is the final project or goal? Is it a written report, oral report, Power Point or Hyper Studio Presentation, or a Web Page.

Web Quests

Another type of product is a web quest. Author Jamie McKenzie is a proponent of web quests. Here are some examples of research-based lesson plans that other teachers have developed. The basic components include questions about the topic to be answered and lists of web sites to use to gather information.

Web Quests <http://edweb.sdsu.edu/webquest/webquest.html>

From Now On <http://www.fno.org/url.html>

Module Maker <http://questioning.org/module/module.html>

Guided Access vs. Surfing the Web

After the teacher defines the learning task for the students and the research topic is identified, a variety of appropriate resources should be consulted to gather information for the research project. These resources could be any combination of books, encyclopedias, magazines, journals, video tapes and Internet web pages.

Time is a limited commodity during the school day. Students can easily waste precious time searching the Internet without finding anything useful for the given assignment. Therefore, the concept of guided access is valuable. This entails finding a willing person to do some pre-searching on the research topic in order to create lists of appropriate websites for student use. Who should this person be? It could be the librarian or library clerk. It could be parent volunteers. It could be students who are trustworthy and responsible who might have time during a study hall period. It could be college students who work as aides in your school. It could be a paraprofessional. Put the word out in your school's newsletter that this is a need, and you may find just the right person to help you with this throughout the school year.

Search tools become important when looking for accurate information on the Internet. The following information can be used as handouts for students to explain the differences between search engines and subject directories and how to create lists of websites as bookmarks or favorites.

Search Engines and Subject Directories

A search engine is the software used to search databases of information on the Internet. There are three different types of search tools; a subject directory, a search engine, and a meta search. The lines between directories and search engines are blurring. Most subject directories contain search engines which allow you to search their directories. Directory results are sometimes placed before search engine results in order to steer users to the directory's content. The essential difference between search engines and subject directories is that directories involve humans in selecting, describing and organizing Web resources.

Subject Directories:

Arrange and index millions of web sites into subject categories.

Provide a structured hierarchy good for browsing. They also have search functions that help focus more specifically within a subject category.

The sites in these directories are often reviewed by editors, but not all sites in the directories are necessarily reviewed.

Sites within a subject category are usually highly relevant because they have been reviewed.

Since the sites in these directories are reviewed by humans, they contain fewer records than search engines that merely list them.

Examples:

Subject Directory	Address
Yahoo	www.yahoo.com
Open Directory Project	www.dmoz.org

Search Engines:

Automation programs, also called "robots" or "spiders", that periodically search the entire Web and compile general databases.

The search engines sort web sites by title, key words, address (URL), description, size, etc. and match these index categories to a query.

Web sites in the search engine database are often not reviewed.

Different search engines use different indexing methods and priorities to sort their databases.

Therefore, the relevancy and features of the search will differ.

Examples:

Search Engines	Address
Alta Vista	www.altavista.com
Excite	www.excite.com
Google	www.google.com
Hot Bot	www.hotbot.com
Infoseek	www.infoseek.com
Lycos	www.lycos.com
Web Crawler	www.webcrawler.com

Meta Searches:

Search numerous search engines and databases to gather relevant web sites.

Some metasearch engines allow you to select which tools you wish to search. Some translate the search commands into the specific language (syntax) of each search engine. Some sort the results and eliminate duplicate hits.

Examples:

Meta Search	Address
Ask Jeeves	www.ask.com
Dog Pile	www.dogpile.com
Meta Crawler	www.metacrawler.com
Mamma	www.mamma.com

Tips for searching:

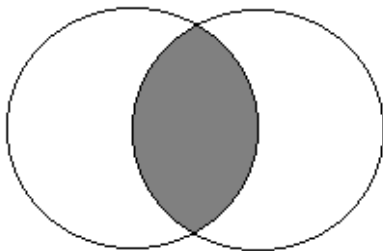
The help feature at each search engine's site is very useful and has good tips and examples of how to best use that particular engine. Here are some typical strategies to try.

Use quotation marks around a phrase or words so the search engine will list sites with those words in that exact order.

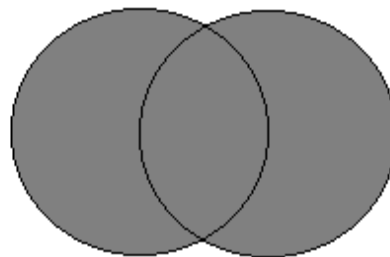
Use a plus sign directly in front of a word to indicate that the word must appear in the results.
Use a minus sign directly in front of a word to indicate that the word should not appear in the results.

Boolean Logic:

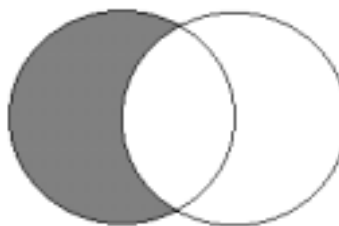
Use the Boolean operators AND, OR, AND NOT to limit or expand a search.



Dogs AND Cats



Dogs OR Cats



Dogs AND NOT Cats

Netscape Bookmarks

Bookmarks are a handy way to mark a page on the Internet in order to easily return to it at some time in the future. A bookmark stores the URL of the page in a file so it can be returned to without retyping the URL.

To create a bookmark for a website you are currently viewing

Click on "**Bookmarks**" on the menu bar, then click on "**Add Bookmark**" and the bookmark will be added to your default bookmark file.

To go to one of the Bookmarks in your Bookmark File

Click on "**Bookmarks**" on the menu bar, then click on the Bookmark that identifies the Website you wish to return to. Netscape will automatically return to that website.

To delete a Bookmark from your Bookmark File

Click on the word "**Bookmarks**" on the menu bar, then click on "**Edit Bookmarks**" - this will open the Bookmarks window. Next, highlight the bookmark you wish to remove from the list, then press the "**Delete**" key and it will be removed from the file.

Changing the title of a bookmark

Often when you add a bookmark, the title that is automatically placed in your bookmark is so cryptic that it makes no sense. To change these titles to something more useful, first, click on the word "**Bookmarks**" on the menu bar, then click on "**Edit Bookmarks**" - this will open the Bookmarks window. Next, highlight the current title of the bookmark you want to change. Click on "**Edit**," then drop down to "**Bookmark Properties**" and click. A window will appear with the current name of the bookmark highlighted. Type any name that is appropriate and click the "**OK**" button and the name will automatically be changed in your bookmark file.

To add a folder for organizing bookmarks into categories

Click on the word "**Bookmarks**" on the menu bar, then click on "**Edit Bookmarks**" - this will open the Bookmarks window. Next highlight the top line that says "**'s Bookmarks**." Click on "**File**," then drop down to "**New Folder**" and click. A small window will appear where you can type any name that is appropriate.

To place Bookmarks from your list in the folders you create

Click on the bookmark you wish to put in the folder, then hold down the left mouse button and drag the bookmark up until the desired Folder Name is highlighted. Release the mouse button and the bookmark will now appear under the folder name.

Internet Explorer Favorites

Favorites are a handy way to mark a page on the Internet in order to easily return to it at some time in the future. A favorite stores the URL of the page in a file so it can be returned to without retyping the URL. Favorites can be displayed at all times or hidden, just click on the "**Favorites**" icon on the standard tool bar to turn them on or off.

To create a favorite for a website you are currently viewing

Click on "**Favorites**" on the menu bar, then click on "**Add to Favorites**", click on "**OK**", and the favorite will be added to your default favorite file.

To go to one of the Favorites in your Favorite File

Click on "**Favorites**" on the menu bar, then click on the Favorite that identifies the website you wish to return to. Internet Explorer will automatically return to that website.

To delete a Favorite from your Favorite File

Click on the word "**Favorites**" on the menu bar, then click on "**Organize Favorites**". Next, highlight the favorite you wish to remove from the list, then press the "**Delete**" key on the keyboard or click on the "**Delete**" button in the dialog box and it will be removed from the file.

Renaming the title of a favorite

Often when you add a favorite, the title that is automatically placed in your favorite is so cryptic that it makes no sense. To change these titles to something more useful, first, click on the word "**Favorites**" on the menu bar, then click on "**Organize Favorites**". Next, highlight the current title of the favorite you want to change. Click on "**Rename**," type any name that is appropriate and click the "**Close**" button and the name will automatically be changed in your favorite file.

To add a folder for organizing favorites into categories

Click on the word "**Favorites**" on the menu bar, then click on "**Organize Favorites**". Click on "**Create Folder**", type any name that is appropriate for the folder and click the "**Close**" button.

To place Favorites from your list in the folders you create

Click on the favorite you wish to put in the folder, then hold down the left mouse button and drag the favorite up until the desired Folder Name is highlighted. Release the mouse button and the favorite will now appear under the folder name. Alternately, when you add a favorite, click on "**Create In**", choose the folder, then click on "**OK**".

Informational Web Sites

Pick up just about any publication today and you will find a list of websites. Rather than give you lots of different website addresses or URLs, here are three categories that will steer students to some trustworthy websites to find factual information.

Newspapers

For current events, try these newspaper websites.

American Journalism Review	http://ajr.newslink.org/news.html
Internet Public Library Newspapers	http://www.ipl.org/reading/news/
Newspapers: US and Worldwide	http://www.refdesk.com/paper.html
News Resource	http://newo.com/
Online Newspapers	http://nw3.nai.net/~virtual/sot/papers.html
United States Newspapers by State	http://www.refdesk.com/paper.html#usa

Encyclopedias

For reliable background information on just about any topic, try these free encyclopedia websites.

Encarta Online Encyclopedia	http://learn.msn.com/reference/Default.asp or http://encarta.msn.com/
Electric Library Encyclopedia	http://www.encyclopedia.com/
Free Internet Encyclopedia	http://www.cs.uh.edu/~clifton/micro.a.html
Information Please Encyclopedia	http://www.infoplease.com/encyclopdict.html

Information on People, E-Mail Addresses, Phone Numbers, ZIP Codes

Looking for contact information? Try these information websites.

AT&T Information	http://www.anywho.com/
E-Mail Addresses (World)	http://info-s.com/e-mail1.html
Phone Numbers and More	http://www.555-1212.com/
US Postal ZIP Codes	http://www.usps.gov/ncsc/lookups/lookup_ctystzip.html
800 Numbers	http://inter800.com/

Gathering Information

Once the websites have been identified, students need to develop skills to sift through the information to find what they need to complete the project. These skills include the following:

Scanning

Teach students to scan for information, rather than reading the citation or document. When looking at the results from an Internet search, have them look for the key words. If they do not appear, skip it and move to the next one.

Note taking

If students are taking notes with pencil and paper, have them write down the bibliographic information along with the important facts.

Printing

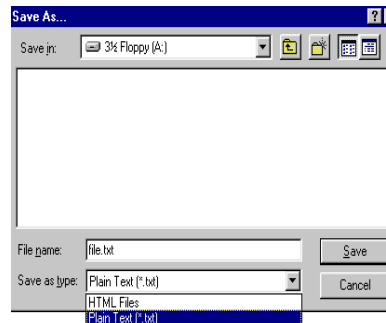
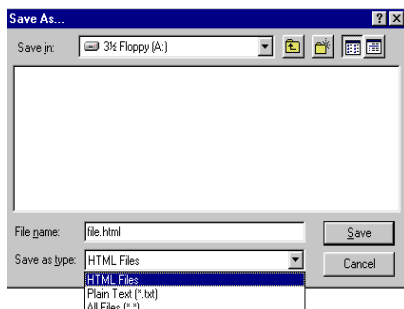
Students can print out web pages, but have them do a Print Preview first, if possible to help them decide which pages to print. They may not need all of the pages, just some of them.

Copy and Paste

While students are using the Internet, have them open a word processing document. Have students copy and paste the URL and other necessary bibliographic information along with the important facts into the word document. **NOTE:** Help stamp out plagiarism! Stress to them that this is just for note taking purposes, they are not to turn this document in as their own work.

Saving

Students can Bookmark a site to come back to it later or they can save it as an HTML file or a Text file. By saving the site as a text file to a floppy disk, they can read the information on a computer without Internet access.



Synthesize

The students need to put the information into their own words and draw the information together into a coherent project. Lessons in outlining and organization may be necessary to help the students with this task.

Triangulate Information

Some information found on the Internet may not be accurate. Have students verify information by consulting more than one source, possibly a book or encyclopedia in addition to the Internet.

FLIP - Focus, Links, Information, Presentation

Explain the need for using credible sources to students. Have them evaluate websites using the following guidelines to help decide if it is useful for this project.

FOCUS: Why? Who?

Purpose:

Why is this information online?

Who is the intended audience?

Authority/Validity:

Who wrote or produced this site?

Is contact information for the author/producer provided?

What proof of authority/expertise is given?

How reliable is the information presented? Sources? Bias?

How current is the information? When was it mounted? How often is it revised?

LINKS: How?

Ease of Navigation:

How is the site organized?

Are there loops from the home page to supporting pages and back?

Are links logically grouped?

Use of links:

Consistency and clarity of icons?

Reliability: any broken links, or moved sites?

Are the links relevant and appropriate?

Balance between "inlinks" (within this site) & "outlinks" (other sites)?

Additional connections to Web search engines, "subject trees," etc.?

INFORMATION: What?

Content:

Breadth and depth provided?

Documentation and citations?

Reading / comprehension level?

Thorough and accurate? Point of view?

Provides information not available elsewhere?

Organization:

Clearly labeled and organized?

Useful for curriculum and personal interest?

Format and conventions used appropriate to content?

PRESENTATION: Wow?

Access:

Load time?

Options as text only?

Design:

Balance of text and graphics?

Production elements: timesteps, background, page layout?

Artistic elements: function or decorative?

Glitz factor?

Language: spelling, grammar, composition?

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Citing Internet Sites

Always have students cite the sources used for research. Decide which form of citation your students will use. The addresses are listed for two of the more commonly used style manuals. The examples are written according to the rules for that particular style.

MLA

Additional information can be viewed at <<http://www.mla.org>>.

Typical form:

Author. Title of site. Date created or updated. Date accessed. <<http://address>>.

Personal Web Site

Pranger, Rose. Private Art: A collection of WW II letters to and from the home front. 2000. 28 Mar. 2000 <<http://www.private-art.com>>.

Article in Online Encyclopedia

“World War II.” Funk and Wagnalls. 2000. 28 Mar. 2000 <www.funkandwagnalls.com>.

APA

Additional information can be viewed at (<http://www.apa.org/journals/webref.html>).

Typical form:

Author. (Date created or updated). *Title of site*. Retrieved Date from the World Wide Web: <http://address>

Personal Web Site

Pranger, R. (2000). *Private Art: A collection of WW II letters to and from the home front*. Retrieved March 28, 2000 from the World Wide Web: <http://www.private-art.com>

Article in Online Encyclopedia

World War II. (2000). Retrieved March 28, 2000 from Funk and Wagnalls encyclopedia on the World Wide Web: www.funkandwagnalls.com

Assessment

The last step in the process is to assess how well the students completed the project. One way to assess a multimedia project or web page is to score it on a rubric. On the following page is an example of a rubric for a multimedia project. Although this is the last step, it is important to consider how the project will be graded right from the beginning of the project. Share this information with the students at the start so they know what is expected and how the project will be graded.

Multimedia Project Rubric

Assignment: Communicate complete information on _____ topic with ___ Cards, ___ imported graphics, ___ original graphics, ___ animations, ___ video clips or advanced features.

	Beginner: 1 point	Novice: 2 Points	Intermediate: 3 points	Expert: 4 points	Self Evaluation	Teacher Evaluation
Topic/Content	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Complete information. Encourages readers to know more.		
Technical Requirements (To be filled in by teacher)	Includes ___ cards or less, few graphics from outside sources, few animations and advanced features.	Includes ___ cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.	Includes at least ___ cards, 3 graphics from outside sources, 3 animations and some advanced features, such as video.	Includes at least ___ cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.		
Mechanics	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.		
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.		
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Scale: 18 - 20=Expert 15 - 17=Intermediate 10 - 14=Novice 6 -9=Beginner				Total Points	0	0

Developed by Caroline McCullen, Instructional Technologist, SAS inSchool, Cary, NC <http://www.SASinSchool.com>

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