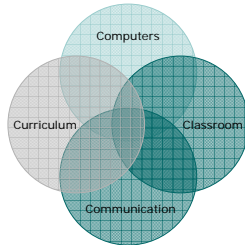


4 C's



Computers Curriculum Communication and the Classroom

Presented by Kathy Schrock

You will...

- identify and locate technology resources and evaluate them for accuracy and suitability
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
- identify and use technology resources that affirm diversity
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

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You will...

- Learn effective evaluation skills
- Understand the components of critical evaluation of Web information
- Identify online tools to support instruction
- Become familiar with online professional collaboration
- Create an online communication tool

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Online support page...

<http://kathyschrock.net/4cs/>



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Overview

- Critical evaluation skills
- Subject directory investigation
- Online search strategies
- Online tool use
- Creation of an online communication area

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Critical Evaluation Skills

5 W's of Web Site Evaluation

Who wrote the pages and are they an expert?

What does the author say is the purpose of the site?

When was the site created and last updated?

Where does the information come from?

Why is the information useful for my purpose?

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Who wrote the pages and are they an expert?

- Who is providing the information?
- What information do they offer about themselves?
- How can you determine if others think the information is credible?
- How can you find out more about them?

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What does the author say is the purpose of the site?

- Is the rationale for inclusion/exclusion included?
- Is there a statement of purpose?
- Are there obvious information gaps compared to other sources?

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When was the site created and last updated?

- Is the date of creation included?
- Is the date of last update included?
- Does date make a difference for your information need?

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Where does the information come from?

- Is a bibliography of sources used provided?
- Is a bibliography of related sources included?
- Are full citations given?

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Why is the information useful for my purpose?

- Does the new information change what you know about the topic?
- Is the information pertinent to your stated needs?
- Can the information be verified?

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Critical Evaluation Assignment

- Go to <http://kathyschrock.net/4cs/>
- Using the evaluation handout in your packet, critically evaluate
 - Feline Reactions
 - Dihydrogen Monoxide
 - Velcro Crop Under Challenge
- Be prepared to discuss the process

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Experts Share Assignment

- Break into 6 groups
- Number your groups (1-6)
- Visit <http://kathyschrock.net/4cs/>
- Read the article for your group #
- Choose a reporter to summarize all group members' thoughts
- *Important Book Summarizer* presentation to the large group

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Wrap up of evaluation

- Internalize the criteria
- Learn the things to watch out that may impact the credibility of the information

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Subject Directory Investigation

How does a directory work?



Facets of a subject directory

- Created by humans
- Provide a classification scheme
- Intended to be browsed
- May have a search tool to itself
- Smaller than search engine indices

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Subject Directory Assignment

- Visit <http://kathyschrock.net/4cs/>
- Take a look at the educational subject directories listed
- Using your subject directory worksheet, compare and contrast the directories

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Subject Directories: Wrap-Up

- Subject-specific ones are useful
- Small number of relevant sites
- Browseable
- Start here when unsure of what might be available

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Online Searching Strategies

Overview

- Problems with searching
- Three main types of search tools
- The top search engines
- What to do before you start
- Advanced search strategies
- The future of search
- The Invisible Web

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The Problems

- Too many hits for my query
- Can't find what I am looking for
- How do I formulate words to get what I want?
- Which search engine do I use?
- How do I avoid "bird walks"?

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Three types of search tools

- Search engines
 - Google
 - AltaVista
- Meta-search engines
 - Vivisimo
- Directories
 - MSN
 - LookSmart

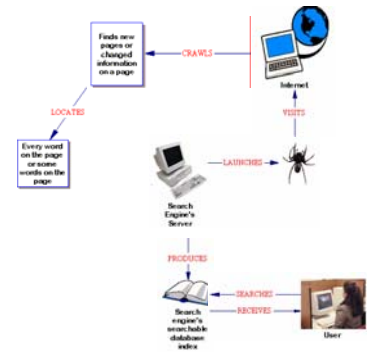
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What is a search engine?

- Software (robots, spiders, or crawlers) that indexes and catalogs the Internet into a database of keywords
- Active 24 hours per day
- Systematic approach to indexing sites
- Creates a database that *you* search

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How does a search engine work?



What is a meta-search engine?

- Doesn't crawl the Web itself to build listings
- Allow searches to be sent to several search engines/directories all at once
- Results are blended together onto one page

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Example of meta-search engine

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What is a directory?

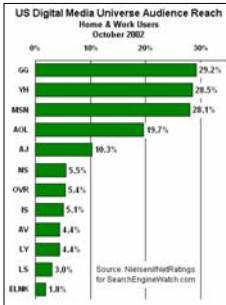
- Created by "expert" human beings
- Sites identified and classified
- Browseable and searchable

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Example of a subject directory

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The Most Popular Search Tools



Key:

- GG=Google
- YH=Yahoo
- MSN=MSN
- AOL=AOL
- AJ=Ask Jeeves
- NS=Netscape
- OVR=Overture
- IS=InfoSeek
- AV=AltaVista
- LY=Lycos
- LS=LookSmart
- ELNK=Earthlink

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What to do before you start...

Taken from:
Bernie Dodge
"What to do before searching"
<http://webquest.sdsu.edu/searching/stepzero.html>

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Think about your topic

What is the question you're trying to answer?

Think about the...

- people
- terms
- organizations
- places
- objects, etc.

...that will most probably be on the Web page that will contain your answer

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Assignment #1

Write down a reference question on your worksheet.

Don't make it extremely narrow, but do not make it too broad. For example:
"Where would I find research dealing with the impact of technology on student achievement?"

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Create a 3M list of search terms

- Must: surely appear
- Might: synonyms
- Mustn't: not interested

Must	Might	Mustn't

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Assignment #2

- On the 3M chart on the worksheet, list key words that must, might, and mustn't be on the page that will answer your question.

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AltaVista Advanced Search

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Advanced Search Page

- Most comprehensive search engines have an advanced search page
- May or may not allow Boolean
- May be fill-in-the-blank

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Basic Boolean

AND results must contain all words joined by AND (**Saturn AND planet**) = **Fewer hits**

OR results must contain at least one of the words (**elevator OR lift**) = **More hits**

NOT results will not contain word after the term NOT (**nirvana AND Buddhism NOT rock NOT music**) = **Fewer hits**

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Boolean Search Machine

- Visit <http://kathyschrock.net/4cs/>
- Visit Rockwell Schrock's Boolean Machine
- Brainstorm ways to use this with students

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Assignment #3

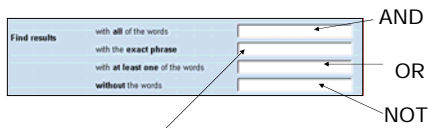
1. On the worksheet, write two Boolean queries using true Boolean operators
2. Go to <http://kathyschrock.net/4cs/>
3. Click on AltaVista Advanced Page link
4. Conduct your two searches and note both the number of hits and the relevancy of the results

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Google Advanced Search

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Google Advanced Search



PHRASE SEARCH

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Assignment #4

1. Create your queries in the Google boxes on the worksheet, without using phrases
2. Go to <http://kathyschrock.net/4cs/>
3. Click on Google Advanced Page link
4. Conduct your two searches (again) and note both the number of hits and the relevancy of the results
5. Try a phrase search and note relevancy

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Strategies for Using Google

Taken from:
Bernie Dodge
"Four NETS for better searching"
<http://webquest.sdsu.edu/searching/fournets.htm>

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Start Narrow

- Think of all the words that would always appear on the perfect page.
*Put in the **WITH ALL THE WORDS** field*
- Think of words that might help you eliminate distracting pages.
*Put in the **WITHOUT** field.*
- If there's a term with synonyms, either of which might appear on the page you're after, *put them in the **WITH ANY OF THE WORDS** field.*

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Phrase searching

- Helpful for finding names of places, people and books
- Useful if you remember a distinctive phrase
- Can see if work is "borrowed"
- Can stamp out "urban legends"

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Assignment #5

On your worksheet, fill in the Google search boxes with the terms you might/might not use for a search looking for information literacy skills for grades K-8.

Go to Google Advanced search, conduct the search, and note the number of hits.

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One answer to assignment #5

Find results

with **all** of the words

with the **exact phrase**

with **at least one** of the words

without the words:

information literacy skills

college university

Number of hits: 8470

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Google Advanced Search Extras

Language: Return pages written in: any language

File Format: Only return results of the file format: any format

Date: Return web pages updated in the: anytime

Occurrences: Return results where my terms occur: anywhere in the page

Domain: Only return results from the site or domain: e.g. google.com, .org [More info](#)

SafeSearch: No filtering Filter using [SafeSearch](#)

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Google Page-Specific Search

Page-Specific Search

Similar: Find pages similar to the page: e.g. www.google.com/help.html Search

Links: Find pages that link to the page: Search

- Use to find pages with like vocabulary and links
- Use to find pages that link to a page you like
- Use to “ego” surf

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Things to ask yourself

- Can I do wildcard searches with this search engine?
 - educat* to get education, educator, etc.
- Does capitalization make a difference?
- Does the order of names make a difference?

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Assignment #6

- Go to <http://kathyschrock.net/4cs/>
- Visit the help files for AltaVista and Google
- Fill in the chart on your worksheet

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Answers to Assignment #6

Search Engine	Wildcard searching allowed?	Capitalization make a difference?	Name order make a difference?
AltaVista	Y		
Google	N		

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Boolean Stop Words

- Most web search engines will not search certain words: **a, an, the, is, or, www**
- Different search engines treat the information differently

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Relevancy Rankings

- Search term frequency
 - Appear in title tag
 - Appear near the top of the page
 - Appear in meta-tags
 - Appear in hyperlinks on the page
- "Link popularity"

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The Future of Search



Assignment #7

- Go to <http://kathyschrock.net/4cs/>
- Click on Kartoo and WebBrain on the list
- Conduct your search and try limiting and broadening as well as visiting the sites returned

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The Invisible Web

- Not reached by the search engines
- Database information
- Dynamically-created information
- Directories of searchable databases

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Assignment #8

- Go to <http://kathyschrock.net/4cs/>
- Click on the Invisible Web link
- Take a look at the invisible Web subject directories available
- Conduct your search in one of the databases you choose

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General Search Strategies

Taken from:
Joyce Valenza
"Expanding the searching toolkit"
Classroom Connect, December 2000/January 2001

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General searching tips 1

- Do some thinking before going online
- Choose the most unique terms you can
- Avoid common words unless in a phrase
- Use words that you want to see in results
- Type the most important words first
- Use at least 3 keywords

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General searching tips 2

- Constantly refine your search
- Examine the results, looking for words
- Read the tips page of the search tool
- Start at the advanced search page
- Check your spelling

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Google "fun" stuff

- Calishain, Tara, et.al.
Google Pocket Guide.
O'Reilly Press, 2003.



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Google Image Search

- Archive of over 425 million images
- Everything from icon-sized images to portrait-sized pictures
- Start with advanced search page to choose options

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Google Groups

- Archive of 20 years of Usenet
- Over 200 million messages
- Browseable and searchable
- Helpful when determining authority
 - Groups main page: Kathy Schrock
 - Advanced page: author Kathy Schrock

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Google Group Posting

- Click on
BROWSE COMPLETE LIST OF GROUPS
- Drop down INTERLOG-LEXNEWS
- Choose K12
- Choose k12.library
- Choose to POST TO...
- Have to register for a Google account

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Google News

- Mines over 4500 news sources
- Headlines are clustered by subject
- Continuously updated

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Google Directory

- Multi-subject directory
- Smaller than the search indices
 - 1.5 million pages vs. 3 billion
- Based on the Open Directory Project

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Froogle

- Locates stores that sell the item you want to find
- Points you directly to the place where you can make a purchase

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Google Catalogs

- Search over 6000 print catalogs
- Scanned in pages from catalogs
- Searchable by keyword

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Google "Hacks"

- Cookin' with Google

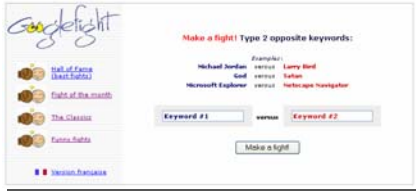


The screenshot shows a web form titled "Cookin' With Google". It contains a text input field for "Gimme a couple of ingredients:" and a dropdown menu for "Please tell me what kind of recipe you want:" with "General" selected. Below the form are two buttons: "Grab A Recipe" and "Start Over".

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Google "Hacks"

- o Googlefight



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Assignment #9

- o Go to <http://kathyschrock.net/4cs/>
- o Visit 2 of the specialized Google pages
- o On the worksheet, jot down something neat and something you learned about them
- o Be prepared to share

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Searching for Information

- o I need a few good hits **fast**.
 - Google: general purpose search engine
 - Ixquick: meta-search engine
- o I need **quality, evaluated pathfinders** prepared by a **subject expert**.
 - Pinakes: a launchpad to academic directories
 - About.com: subject expert-created pages

Abileck, Debbie. Choose the best site for your information need. www.rockefeller.edu/education/information/5locate/advicengine.html

Assignment #10

- o Go to <http://kathyschrock.net/4cs/>
- o Click on "Best tool for the job" link
- o Visit 4 sites you have never visited and conduct searches
- o Be prepared to share results and discoveries. Take notes on your worksheet.

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Wrap-Up of searching

- o Search engines are a-changin'
- o Visit searchenginewatch.com
- o Boolean searching has been refined
- o Visual search engines are a-comin'
- o Invisible Web access via directories

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Online Tools Investigation

Online Tool definition

- An Internet-accessible site allowing the creation of an interactive Web page for student use, or one which allows the use of the Internet to create an offline product

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TrackStar

- TrackStar is a Web page creation tool that provides the creator with the ability to add links, activities, and see a Web page all in a neat little window

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The screenshot shows a web browser window displaying a TrackStar assignment page. The page title is "Robotic Pets & The Elderly". The page content includes a "List of Sites" on the left, a "Project Overview" section with images of a robot and an elderly person, and a "Lead Researcher" section. Three arrows point to specific elements: one to the "List of Sites" (labeled "Links to sites"), one to the "Project Overview" (labeled "Web site"), and one to the "Lead Researcher" section (labeled "Instructions").

TrackStar Assignment

- Visit <http://kathyschrock.net/4cs/>
- Click on the TrackStar link
- Do some searching and browsing
- Be prepared to explore ways to use this with students
- Can the information on this site be useful in other ways?

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Puzzlemaker

- Online tool for word searches, crossword puzzles, and much more
- Visit <http://kathyschrock.net/4cs/>
- Create a puzzle based on information you have learned today
- Print it out

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BibBuilder

- MLA-style bibliography builder
- Visit <http://kathyschrock.net/4cs/>
- Try the tool out

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3-D Text Maker

- Create “cool” text pictures for use on Web pages
- Visit <http://kathyschrock.net/4cs/>
- Create 3-D text images using the words and save them to the desktop
 - NEW
 - E-MAIL ME
 - WOW

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Other online tools

- Visit <http://kathyschrock.net/4cs/>
- Click on *Online Tools for Teaching and Learning*
- Visit 5 sites
- Be prepared to share the ways you would use one with students

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Online Tools Wrap-up

- There are many free online tools for creating both online and offline content for students
- Some provide parts for free and parts for a fee

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Blog Overview

Web Logs in Education

- Easily created, easily updated Web pages or Web sites that can be accessed and edited from the Web browser of any Internet-connected computer.

<http://www.weblogg-ed.com/>

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What are some different uses?

- Online student portfolios or filing cabinets where assignments and projects are stored
- Class portals where teachers keep homework assignments, links, handouts, syllabi, etc.
- collaborative writing spaces where students read and give feedback to one another.
- Reader's guides for literature study, newspapers, and project sites where students create and contribute all content

<http://www.weblogg-ed.com/>

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Impact on teaching and learning

- Easy-to-use web publishing tools like Web logs has effectively lowered the technology barrier
- Features provide ideal spaces for the presentation and discussion of knowledge and information
- Open, flexible nature of Weblogs encourages dialogues among all participants

<http://www.weblogg-ed.com/>

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Tech Blog: kathyschrock.blogspot.com



Post comment →

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Creating your first blog

- Let's work through the registration and template-choosing process
- Go to <http://www.blogger.com/>



Create a new blog

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Create a new account



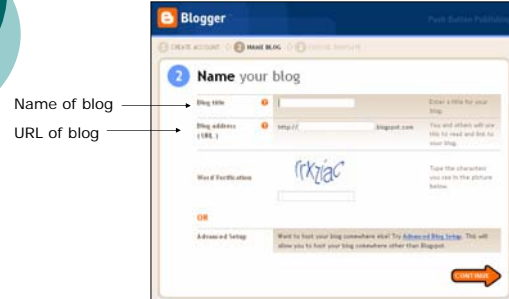
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Create a new blog



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Name your blog



Name of blog →

URL of blog →

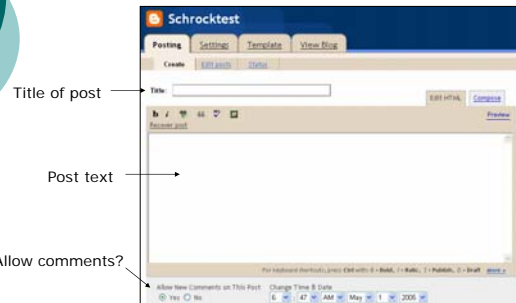
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Choose your template



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Start posting



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3 postings to create on your blog

- Introduction to the blog
- List of 3 curriculum-related links
- Probing question you want students to answer

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Objectives met...

- Learn effective evaluation skills
- Understand the components of critical evaluation of Web information
- Identify online tools to support instruction
- Become familiar with online professional collaboration
- Create an online communication area

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The End

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