

Designing Lessons in the Browser

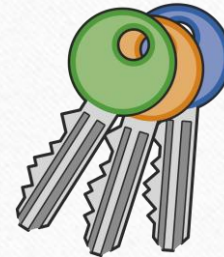
Tips on how to address the research standards in the CCR
standards

What's a Browser?

- An application used to access and view websites by making requests of the web servers to interact with information
 - http://techterms.com/definition/web_browser
- Common ones include
 - Microsoft Internet Explorer
 - Google Chrome
 - Mozilla Firefox
 - Apple Safari
- Not all browsers work the same; some work better than others on certain sites

Gateway to the Internet

- Unlock a wide variety of resources to:
 - Do research
 - Collaborate
 - Communicate
 - Learn critical/analytical thinking skills



CCR Standards for research

- Reading 7: integrate and evaluate content presented in diverse media and formats
- Reading 9: analyze how two or more texts address similar themes or topics in order to build knowledge
- Writing 7: conduct short as well as more sustained research projects
- Writing 8: gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate information avoiding plagiarism

Accessing information

- Searching tools and strategies
- Reliability of information online
- Designing a research project
- Resources for students (instructional materials)
- Resources for teachers (lesson planning)

Search engines

- Search engine selection matters!
- Each of the major search engines has its own way of organizing and prioritizing the content that comes up, such as popularity of the keyword(s)
- While there are some common features, there are different search engines for a reason
- Common ones include:
 - Google
 - Yahoo!
 - Bing

Google

- Almost synonymous with searching, “Google it”
- Filtering tool below the search box
 - All, Images, Books, Videos, News, More (Maps, Shopping, Flights, Apps)
- Options (gear symbol)
 - Search settings, languages, turn on safe search, advanced search [Boolean], history, help)
- Related searches
- Results
- Google Scholar

<https://www.google.com/>

Yahoo!

- Filters: web, images, video, news, more, anytime
- Short cut bar across top to specific areas (sports, weather, finance, games, etc. and products Flickr, Tumblr)
- Settings
- Also try

<https://www.yahoo.com/>

Bing

- Preferred search engine for Microsoft
- Explore tab gets to Quick Links and other Microsoft sites (Office, Outlook, Skype, and more)

<https://www.bing.com/>

What's the difference?

- Try this: search the term “civil rights movement”
- Are the sources that come up the same? In the same order?
- How do the formatting features compare?

Basic Boolean

- Quotation marks
- Common words usually ignored
- Excluding a word or phrase with a minus sign
- OR to join terms
- AND is the default

Joe Barker, Teaching Library, University of California, Berkeley;

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf>

Advanced Boolean

- AND NOT
- NEAR
- Parentheses (), nesting

Joe Barker, Teaching Library, University of California, Berkeley;

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf>

Let's try some

- Try with and without using quotes on a multi-word search term
- With the use of quotations and without
- Create searches with combinations of AND, OR, NOT
- Sample phrases to search
 - Leonardo Da Vinci's Mona Lisa
 - Global warming
 - Nuclear war

Just Google it

- General tips
 - Be as specific as possible with search terms
 - Be a critical consumer of information
 - Look origin of site
 - Look at credibility

<http://www.studygs.net/research.htm>

Reliable sources

- Authority
- Currency
- Coverage
- Objectivity
- Accuracy

<http://www.studygs.net/evaluate.htm>

Hints for determining authority

- Check out the domain extension (.org, .com, .gov, .edu)
- Assess the authority of these websites:
 - <http://www.martinlutherking.org/>
 - <http://www.thekingcenter.org/about-dr-king>
 - <http://www.nps.gov/malu/index.htm>

A quick review for your students

- YouTube, Widener University (8:47)
<https://www.youtube.com/watch?v=T4nmiJLhB5c>
- Evaluating sources on the World Wide Web (7:34)
<https://www.youtube.com/watch?v=ELclOOxzt3U>

Designing a research project

- Scaffold the process for students
 - Select topic and formulate research question
 - Find and evaluate potential sources
 - Record sources and note-taking
 - Organize information
 - Create project
 - Self evaluate

<http://www.nbexcellence.org/district/research-templates.cfm>

Sources and note-taking

- Avoiding plagiarism
 - Summarizing, paraphrasing, quoting:
<https://owl.english.purdue.edu/owl/resource/930/02/>
- Good comprehensive cite in understandable terms with video:
 - <http://libguides.reynolds.edu/c.php?g=143583&p=939831>

Creating a project

- Writing process
 - Brainstorming, outlining, rough draft, revise & edit, polish
 - <https://owl.english.purdue.edu/owl/resource/980/02/>
- Presentation mode
 - Written report-word processing
 - PowerPoint or Prezi
 - Photo Story

http://www.nbexcellence.org/cms_files/resources/Research%20Guidelines%20-%20Grades%207-12.pdf

How can I make time for this?

- In planning, combine multiple objectives around an authentic task
 - Research skills
 - Writing process
 - Editing, conventions, Standard English
 - Social Studies or Science content
 - Digital literacy skills including searching and presentation

Overcoming other obstacles

- Scaffold by breaking research, writing and presentation into different segments over several classes
- Flip the classroom by having students investigate and identify a few possible sources before coming to class
- Create a “closed campus” by pre-determining a couple of viable sources
- Avoid lost class time and frustration by investigating technology access issues in advance (including 3G/4G service and/or bandwidth)
- Secure technology tools: students bring their own SmartPhones or tablets, reserve computer lab space and “MiFi” (wireless router hotspot)

Instructional materials

- Tutorials
 - Khan Academy <https://www.khanacademy.org/>
 - New York State Regents Review <http://regentsprep.org/>
- Primary source documents
 - National Archives (history) <http://www.archives.gov/>
 - Smithsonian Museums <https://www.si.edu/Museums>
- General information
 - WikiPedia <https://www.wikipedia.org/> A good place to start, but check references
 - RefSeek <http://www.refseek.com/directory/encyclopedias.html> directory of online reference materials

Lessons & Resources for teachers

- Teacher Tube <http://www.refseek.com/directory/encyclopedias.html>
 - Searchable videos, documents, photos, connect with other educators
- The Teaching Channel <https://www.teachingchannel.org/>
 - Online community for watching, sharing and learning diverse techniques
- Achieve the Core <http://achievethecore.org/>
- Learn Zillion <https://learnzillion.com/>
- English Learners <http://www.colorincolorado.org/> and CAPELL <http://www.capellct.org/>
- CT Core Standards <http://ctcorestandards.org/>
 - Lessons, units, assessments, classroom materials

Questions and Feedback

- Please take a few minutes to provide feedback on this session:
<https://www.surveymonkey.com/r/ECAAdultEd1516>
- For additional questions, contact
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