

Assignment Five:
Preinstructional, Testing, and Individualization Plans for the Unit of Study

Preinstructional Activities:

MOTIVATION: How will you gain the learners attention and maintain it throughout the instruction?

There are two pieces to consider when motivating students to learn exemplary searching strategies: one is the instructional unit on searching, and the other is the research project to which this is linked. Students must be invested in their research project in order to care about learning online searching skills.

The classroom or subject area teacher will collaborate with the librarian to interest students in the subject by:

1. Introducing topic with a hooking device
 - 1.1. Audio/visual program
 - 1.2. Books, nonfiction and fiction
 - 1.3. Periodical articles on topic
 2. Initial Pre-Assignment Class Discussions to Heighten Interest
 - 2.1. Prior knowledge
 - 2.2. Brainstorming
 - 2.3. Essential questioning
 3. Motivating Elements for Research Project
 - 3.1 Meaningful research assignment designed in a constructivist structure.
 - 3.2 Online searching curriculum is directly linked to research project
 - 3.3 Searching skills taught at point of need
 - 3.4 Students actively participate in finding and evaluating own resources for project
- Ongoing class and individual assessment of online resources

OBJECTIVES: How will you inform the learners about (1) what they will know and be able to do when they finish the unit of study and (2) why it is important for them?

1. Using a projector and display screen, and a hard copy, show examples of finished research projects and their accompanying bibliographies to illustrate the use of multiple online databases and resource citation.
2. Using a projector and display screen, show examples different search strategies
 - 2.1. Online catalog
 - 2.2. Search engines
 - 2.3. Directories
- 3 Using a projector and display screen, show examples of different websites for examples of good and bad online resources. Encourage questions and discussion.

Testing Strategies:

PREREQUISITE SKILLS: How will you test for entry behaviors and what will you do if a learner does not have these skills?

Prerequisite Skills Tests:

1. Identify and Define the Parts of a book
 - 1.1. Independent Activity: Fill in worksheet that requires simple identification of title, author, publisher, and date
 - 1.2. Small Group Activity: Using worksheet, identify and Define Parts of a book to group members, including title page, copyright page, table of contents, index, spine, flap and back cover
 - 1.3. Class discussion on parts of a book: Why do you need to know the parts of book? How will this knowledge help you in the selection, location, and citation of resources?
2. Identify and Define the Dewey Decimal System
 - 2.1. Independent Activity: Go to Dewey Decimal online Flash Game:
http://iris.nyit.edu/education/studentworks/spring04/edit610/eschuster/deweygame_schuster.swf and/or ThinkQuest, "Do We Really Know Dewey?"
<http://library.thinkquest.org/5002/>
 - 2.2. Small Group Activity: Using Dewey Decimal chart, match 2 random titles to Dewey categories. Create call number. Present to class.
 - 2.3. Class discussion evaluates small group choices.
3. Alphabetizing and number sequences (grades 4 & 5 only)
 - 3.1. Cooperative Class Activity: Assign both fiction call numbers (alphabetical sequence) to students, who arrange themselves in proper order. Assess correct and incorrect arrangement.
 - 3.2. Repeat 3.1 for numerical sequence of nonfiction. Assess correct and incorrect arrangement
 - 3.3. Optional Variation for 3.1 & 3.2: Class Activity: Hand out call numbers to students, who take turns putting in order on chart. Peers assess correct order in class discussion format.
 - 3.4. Teacher's Discretion: Worksheets for Independent practice and assessment of alphabetizing and numerical ordering skills.
4. Mouse and Keyboard Skills
 - 4.1. Confer with technology instructor on students' keyboarding skills.

QUIZZES and PRACTICE EXERCISES: How will you check for learning as the unit progresses?

1. Students will record definitions and search strategies of online catalogs, search engines, and directories on worksheets according to performance criteria and test items as indicated on Cognitive Test Items document.
2. Students will complete web evaluation rubrics.
3. Students will record resources in bibliography format.
4. Individual conferencing and class discussions on source selections.
5. Class discussions will reinforce learning and assessment

PRE/POST TESTS: How will you pretest students knowledge before you begin the unit? How will you test for learning gains in skills and knowledge after completion of the unit?

Students will receive pre-test worksheets that summarize search tools and strategies. Instruction will be adapted to needs of class by simplifying or increasing complexity of search within research topic areas. Given the supporting role of information literacy to the content subject, instruction is given as needed, not as an end in itself.

Post-Test will be proof of valid resource selection and correct bibliography format.

Plans to Individualize Instruction:

REMEDIATION: What additional teaching/learning activities will you design for students who do not master the instructional objectives?

Create small groups or partners to collaborate on search strategies and evaluation of resources. Offer individual instruction with hands on practice as needed. Realistic time constraints would not permit extensive retesting. Ongoing support is key.

ENRICHMENT: What additional teaching/learning activities will you design for more capable learners who do very well on the instructional objectives?

Students will select additional curriculum based online resources for school community. They will add to or create folders of selected sources.

Students will assist peers in searching for and evaluating online resources.

INDIVIDUAL LEARNING NEEDS: What teaching/learning activities will you plan for students with special learning needs in your class?

Students will learn by actively engaging in searching and evaluating strategies. The final research product may be adapted to special needs. Students will receive support as needed from librarian, teacher, and peers.

The On-Line Searching Skills curriculum combines various learning styles: tactile, verbal, and written. Emphasis is on comprehension of strategies and final evaluation, not on worksheets. Students who have mechanical difficulties in completing worksheets, or in actively locating resources will be assisted.