Web Literacy Workshop

Portfolio – Final Project

Completed By: Seth Fewell, Chuck Norris, Traci Pate, and Adam Mullin

August 14, 2012

1. Goal Statement

Many of the students at Blue Park Bench Middle School are consistently using nonacademic sources, such as Wikipedia and Yahoo articles, in their research. The concern identified by the staff at the school is that the 8th grade students are not able to determine which types of accessible information on the Internet have sufficient quality designated for scholastic research. This is a serious problem because students will be asked to complete research projects throughout their academic careers. Because this problem is seen across subjects, the staff at Blue Park Bench Middle School would like to have the students educated about media literacy outside of the context of just one subject. Graduate students have been contracted to design a 1-hour media literacy workshop for the students. During, and after this workshop, students will learn to discern the legitimacy and quality of information available on the Internet in order to determine if it is of sufficient scholastic quality to use in their research.

2. Goal Analysis

This section describes the required steps to reach the instructional goal including the needs analysis.

The instructional goal established by the school was to help the students gain the knowledge needed in order to determine, on their own, what Internet sources are of scholastic quality and which ones are not, and to be able to explain what constitutes a scholarly source. The school feels as if this is a goal that needs to be understood and used early in the educational process as scholarly research sources impact the quality of the report or paper. Understanding how to research online and find high-quality forms of information directly affects the student's education and research decisions for years to come.

The team discussed the best way to determine what the students already know, and what they do not know; concluding that *needs assessment* would be performed. A one-hour workshop is a limited time to work with students. If the students are to gain the knowledge needed to make the determination, it is best to perform a *needs analysis* in order to prevent covering material they currently know. The students have varying levels of Internet research ability so it is imperative that the instructors cover all levels and areas of research in order to ensure all students gain an understanding. Since time is limited, the best needs assessment that can be completed should be done through questions regarding sources, scholarly sources and computer literacy at the beginning of the workshop. This will allow the instructor to then tailor the lesson to accommodate students based on their understanding levels, and to concentrate on certain areas of research improvement and comprehension.
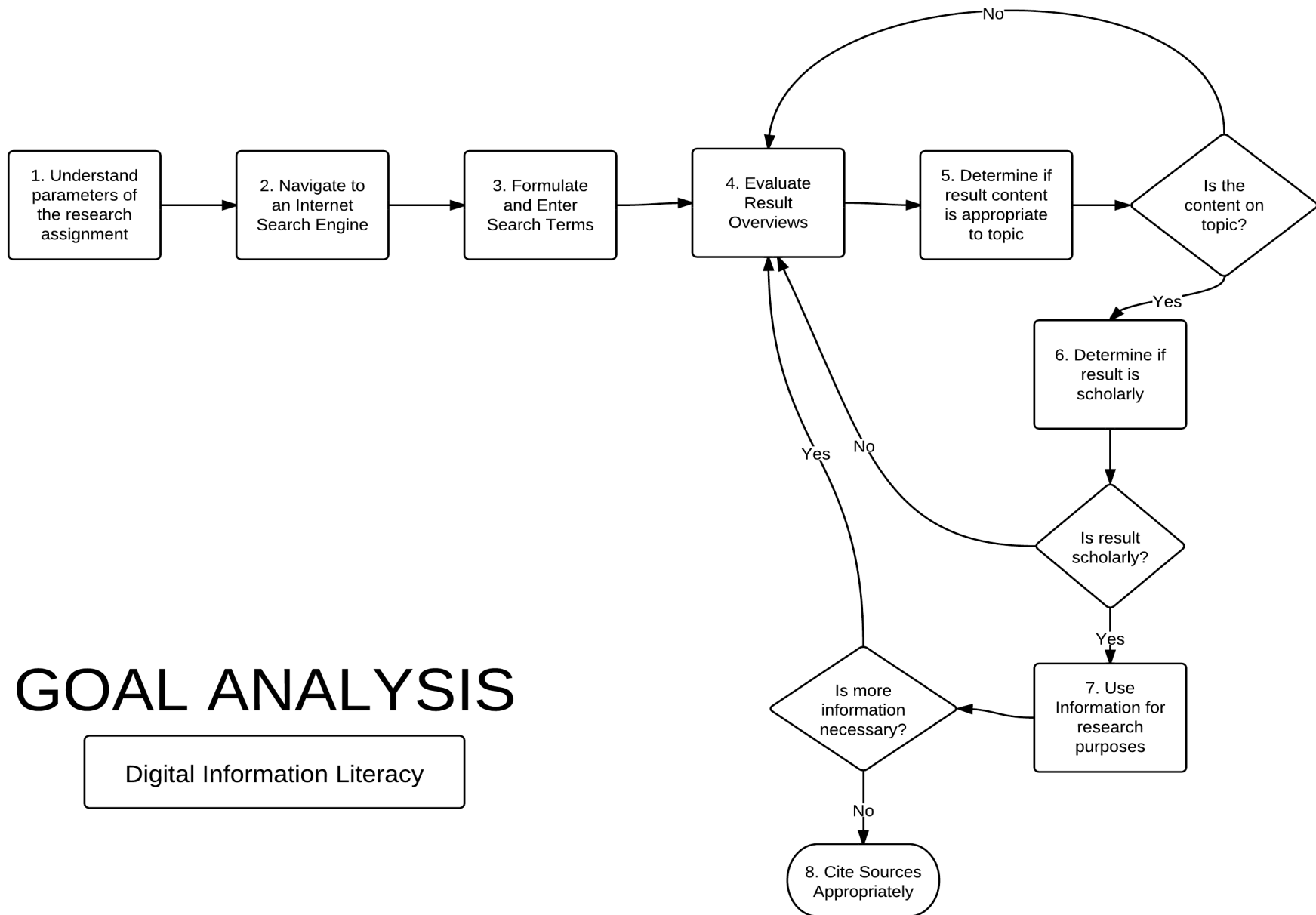
The school has agreed to allow the instructors the use of the library and its computers in order to perform the one-hour workshop*. This will allow students to perform real-time searches under the guidance of instructors and school staff to ensure complete comprehension of the
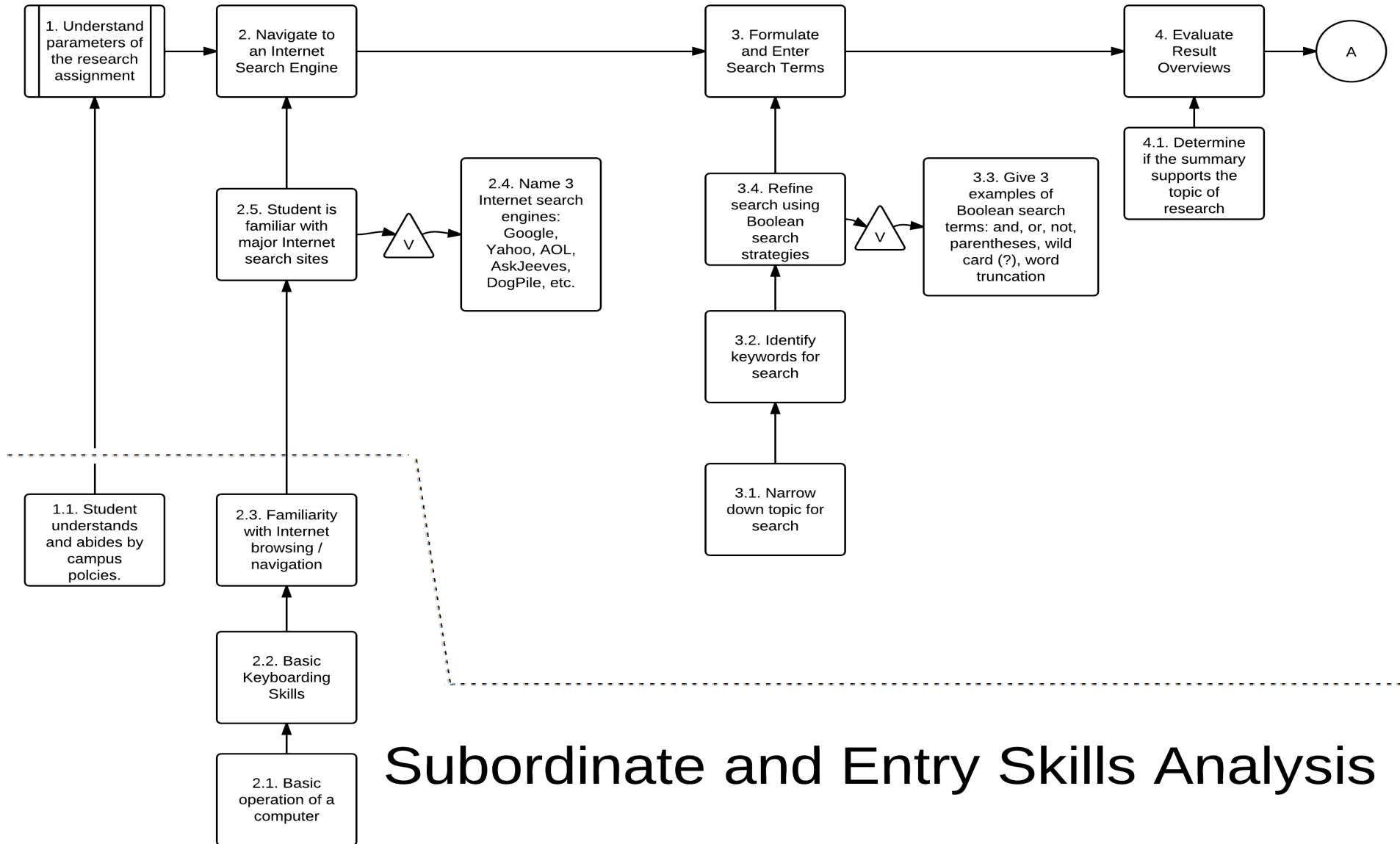
subject. Should something occur that would preclude the library being used, an alternate time will be scheduled in order to allow the school to solve the issue.

The following pages contains a flow chart description of the instructional goal for teaching media literacy to Blue Park Bench 8th Grade Students, including the subordinate objectives, and the entry skills provided to us by faculty.

No

| 1. Understand parameters of the research assignment | → | 2. Navigate to an Internet Search Engine | → | 3. Formulate and Enter Search Terms | → | 4. Evaluate Result Overviews | → | 5. Determine if result content is appropriate to topic | → | Is the content on topic? |

Yes

6. Determine if result is scholarly

Is result scholarly?

Yes

No   Yes

7. Use Information for research purposes

Is more information necessary?

No

8. Cite Sources Appropriately

GOAL ANALYSIS
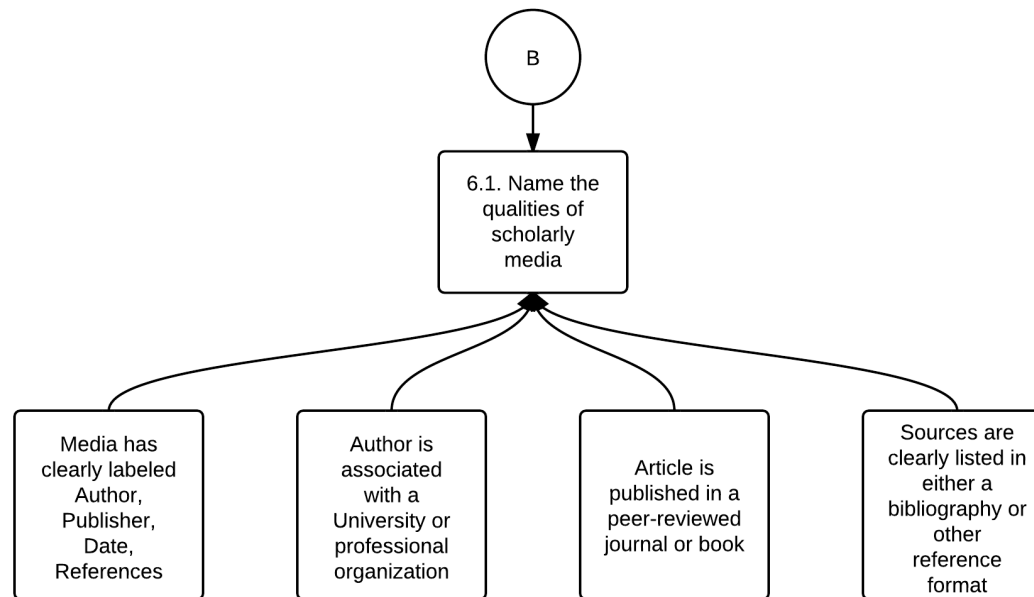
Digital Information Literacy

3. & 4. Subordinate and Entry Skills

The flow chart below shows the subordinate skills for all the steps toward the instructional goal during the workshop.

Subordinate and Entry Skills Analysis

A → 5. Determine if result content is appropriate to topic → 6. Determine if result is scholarly → 7. Use Information for research purposes → 8. Cite Sources Appropriately

Determine if the information supports the topic of research

6.2. Find and evaluate the appropriateness of the author, publisher, date, and references in the website to be evaluated. → V → B

7.2. Decide how information fits into context of assignment

7.1. Read the information

8.4. Add citations in the body of the assignment

8.3. Organize and format information in the style specified for the assignment

8.2. Locate and list the appropriate information from the media

8.1. Student is familiar with MLA or other citation style

Subordinate and Entry Skills Analysis, pg. 2

B

6.1. Name the qualities of scholarly media

Media has clearly labeled Author, Publisher, Date, References

Author is associated with a University or professional organization

Article is published in a peer-reviewed journal or book

Sources are clearly listed in either a bibliography or other reference format

5. Description of Learner Interview

Interviews with a small sample of three students, indicate that students are interested in the topic of media and the Internet, but also that some students may not be really as interested in media literacy*. Feedback from both students and teachers, suggests that some students will be interested and open to a workshop on this topic. This would likely be possible and applicable if the content of the workshop lends itself to helping the students work on their current research projects. The school's staff members have also indicated that several students may not be interested in the subject, as they do not entirely understand how this might help them both now and in real-world situations towards their future.

6. General Description of Learners

This section describes the learners' characteristics including knowledge, motivation, and attitudes in addition to the characteristics of the performance and learning context.

The target group for this workshop is a group of 30 middle school students at Blue Park Bench Middle School. Based on conversations with the staff at the middle school, we know that the select group of students is adept at navigating the Internet, and also familiar with several of the popular search engines*. The problem being addressed is their lack of ability to distinguish between scholarly and non-scholarly sources for their own research.

In order to facilitate involvement with both interested and less-interested students, instructors will have to discuss, albeit briefly, as to the many ways scholarly sources help in the writing of papers as well as forming intellectual discussions on a myriad of subjects.

The thirty students involved will be grouped with similar education levels as they are all in the same grade but learning preferences will vary so it is imperative that instructors use many different methods of instruction to entice the students to interact with our instructors during the lesson, and also with the staff when performing the searches. These interactions will facilitate their learning.

7. Description of Performance Context, Implications for Instruction

Performance Context

There is a positive amount of support from both the teaching faculty and library staff at Blue Park Bench Middle School. The school library will lend its space, set of computers, and LCD projector/screen for the workshop. The library staff will be involved in the workshop by setting up the computers and will remain present during the workshop to assist with any technical difficulties with the computers or other equipment. One of the graduate students will lead the workshop on a Tuesday afternoon during the students' study hall period.

Learning Context

The main computer lab in the Blue Park Bench Middle School library will be used for this instruction. There are 32 computers in the computer lab laid out with two rows of 4 computers facing the left and right walls;

and three rows of 8 computers each placed in the middle of the room. There is a teacher computer station at the front of the room connected to the projector/screen. The teacher's computer is capable of locking the students out of their computers to prevent the students from browsing the Internet during the presentational portion of the one-hour workshop and to monitor the students' computers for on-task behavior and site appropriateness in accordance with the school's Acceptable Use Policy.

8. Performance Objectives

The instructional goal of this workshop is to build the Blue Park Bench Middle School 8th grade students' understanding, judgment, decisions, and identity in interpreting scholarly information when accessing the World Wide Web for their scholastic research.

 *Performance Objective: After undergoing our instructional material and individual support while the students proceed to research and find online information, each student will be able to identify and classify located information that is situated on a web page as both acceptable and scholarly content. Students will then be quizzed on their understanding and given a review pamphlet.

Main Instructional Goal	Terminal Objective
Blue Park Bench middle school students will be able to identify internet scholarly sources required for school papers / reports while under supervision from school staff and graduate student workshop instructors.	After completing the workshop, students will be able to identify and classify located information that is situated on a web page as both acceptable and scholarly content..

	Main Step in the Instructional Goal	Performance Objective
1	Understand the parameters of the research assignment in order to utilize proper search techniques.	Given a research task, students will address questions in order to perform proper research.

	Main Step in the Instructional Goal	Performance Objective
2	Navigate to an internet search engine	Given a computer with internet access, students will be able to navigate to several search engines including but not limited to Yahoo, Google, AOL, etc.

	Subordinate Skill	Subordinate Objective
2.1	Name 3 internet search engines	When asked, students will be able to name 3 internet search engines of their choice

	Entry Skills	
2.3	Student will show familiarity with internet searching	Student will show familiarity with internet searching, including the use of keywords and Boolean search strategies.

	Main Step in the Instructional Goal	Performance Objective
3	Formulate and enter search terms	Given a research assignment, students will be able use Boolean search terms with a search engine in order to find relevant results for their topic.

	Subordinate Skill	Subordinate Objective
3.1	Narrow down the topic for search	The student will describe the process of how to narrow down search parameters that are applicable to the assigned school project
3.2	Identify keywords for the search	Given a research topic, students will be able to determine which terms to use for an effective internet search.
3.3	Give 3 examples of Boolean search terms	The student will state at least 3 examples of Boolean search terms that might be used during an internet search for an assigned school project.
3.4	Refine search using Boolean search strategies	The student will show understanding of Boolean search terms by using them to narrow down and refine their internet search results.

	Main Step in the Instructional Goal	Performance Objective
4	Evaluate result overviews	The student will evaluate valid or appropriate search parameters, based on results produced.

	Subordinate Skill	Subordinate Objective
4.1	Determine if the summary supports the topic of research	The student will evaluate and explain why the results returned from the search support or do not support the topic of research.

	Main Step in the Instructional Goal	Performance Objective
5	Determine if the result content is appropriate to the topic	The student will determine why, or why not, the result is appropriate to the search.

	Subordinate Skill	Subordinate Objective
5.1	Determine if the information supports the topic of research	The student will explain why, or why not, the information supports the topic of research.

	Main Step in the Instructional Goal	Performance Objective
6	Determine if the result is scholarly	The student will determine if the result is scholarly.

	Subordinate Skill	Subordinate Objective
6.1	Name the qualities of scholarly media	The student will name the qualities of scholarly media.
6.2	Find and evaluate appropriateness of the author, publisher, date and references in the website to be evaluated.	The student will find and evaluate the appropriateness of the website by evaluating the author, publisher, date and reference.

	Main Step in the Instructional Goal	Performance Objective
7	Use information for research purposes	Student will use the information for research purposes.

	Subordinate Skill	Subordinate Objective
7.1	Review the information	Student will read, comprehend, and classify the content of the websites returned from their search results.
7.2	Decide how information fits into the context of the assignment	Student will decide why the information fits into the context of the assignment.

	Main Step in the Instructional Goal	Performance Objective
8	Cite sources appropriately	The student will write out a correct research source citation.

	Subordinate Skill	Subordinate Objective
*8.1	Student is familiar with MLA or other citation style	
8.2	Locate and list the appropriate information from the media	The student will locate and list the appropriate information from the media.
8.3	Organize and format the information in the style specified for the assignment	The student will organize and format the information as specified for the assignment.
8.4	Add citations in the body of the assignment	The student will add the citation in the body of the assignment.

9. Assessment for Objectives

For a post-test, students will be asked to find an academic source for their current research topic. In order to do so they will have to complete all of the test items below. Library staff and instructors will walk around to evaluate the student's sources.

Skill	Performance Objective	Test Item
2. Navigate to an Internet Search Engine	Given a computer with a browser and internet access, students will be able to navigate to an online search engine such as Google or Yahoo.	Successfully navigate to the Internet search engine of your choosing.

3. Formulate and Enter Search Terms	Given a research topic, students will be able to determine relevant search terms and search term combinations to use for their search. Search terms should be key words contained within or related to the topic.	Choose 2 to 3 key words related to the search topic and combine them in meaningful ways using (And/Or/But) in order to find relevant results.
4. Evaluate Result Overviews	Having done an internet search using the search terms, students will be able to read through the overviews and determine which ones are the most relevant to the topic.	Review the search result overviews and choose the ones that have the most relevant information.
5.Determine if result content is appropriate to topic	After skimming through a website from their search, students will be able to determine if the information in the site can be used to support their thesis or research topic.	Review the chosen website and search for information which supports the research topic.
6. Determine if result is scholarly	Given a website, students will be able to determine if the result is scholarly by looking for and evaluating the sits author, publisher, date, and references. The scholarly sources found must have a clearly labeled author, publisher, date, and references. The author must be associated with a university or professional organization, and the articles must be from a peer-reviewed journal or book.	Identify the elements, including author, date, and publisher, which categorize this source as an academic source.
7. Use information for research purposes	Given a website containing relevant information, the student will be able to incorporate the information appropriately into their research topic.	Review the resource to determine what information is applicable to the research assignment.
8. Cite Sources Appropriately	After using information from a scholarly site, students will be able to cite the sources appropriately in their paper using MLA or APA guidelines.	Use appropriate guidelines (MLA or APA) to write out the citations for the website to use in their research paper.

10. Instructional Sequence and Activities

Instructional Activities

I.   The instructor will walk the students through each step toward reaching the overall goal of using and citing academic quality sources in their research. The topic for demonstration will be "The life of George Washington" as it matches with the students' 8th grade social studies topics.

II.   The instructor will be using the projector to clearly show the students all the steps in searching for and using the web for appropriate academic resources on this topic.

III.   After the walkthrough learners will be provided with a handout including a diagram that briefly outlines the steps in the search.

IV.   Before and during each step, the instructor will ask learners questions both about the new material and the familiar topic of George Washington in order to engage them in the instruction. These questions will allow the instructor to gage whether the students are understanding and where they are not.

Content Presentation and Learner Participation

I.   Student Grouping and Media Selection: The students will be both watching the projected screen of the instructor and using their own individual computers at different times during the workshop. The instructor will lead them through the material. Much of the work will be done using library computer stations but there will also be printed materials handed out to the students to take notes on and to use later as a reference.

II.   Content Presentation: Lesson content will be presented via internet connected computers attached to a projector so as to allow students to receive the lesson all while seeing it displayed on a large projector screen. Students will be encouraged to ask questions while the lesson progresses. The instructor will ask questions to test student comprehension and invite students to ask questions. The instructor will relate examples as well as asking students to do the same while progressing through the lesson.

III.   Examples
   a.   Internet search processes and definitions displayed in a power point presentation.
   b.   Projected presentation of a website and search process
   c.   Projected presentation of how to locate a websites author, date, and publisher.
   d.   Internet search processes, definitions, and citation information located in review handouts.

11. Describe Pre-Instructional Activities

Pre-instructional Activities

I.   Warm up Activity: Introduce the topic to the group. Divide the students into groups of 5, and have the groups do a brainstorming race where they write their ideas about the topic on the board without speaking.
II.   Objectives: The learners will be led through the process of finding scholarly resources on the Internet. Walking them through the process while it is being explained will reinforce the lesson.
III. Entry Skills: Entry Students must understand the basic use of a computer, Internet browser and various search engines.
IV. Student Grouping: After the lesson is concluded the students will show understanding by using a search engines to locate a scholarly resource. After the warm up students will work individually through the instructor led workshop.

12. Information/Example for Each Objective

As a method of ensuring students understand or comprehend the lesson and it's importance, often teachers will use examples to provide relevance or "real world" examples of the lesson in use. What an example of each objective or main step in the instructional goal.

1. Understand the parameters of the research assignment in order to utilize proper search techniques.

It is important to explain to the students why proper search techniques impact research as well as the validity of your paper. For example, if you were trying to explain why President Washington was the first President you would not quote Daffy Duck or Popeye, but would instead quote a historian out of a book on Presidential history.

2. Navigate to an Internet search engine.

If we are doing research on the Internet, then it follows that we must first be able to get on the Internet via a web browser. Necessarily getting to the Internet doesn't mean you can search the Internet, but you must be in an Internet search engine in order to search.

3. Formulate and enter search terms

We won't search for Daffy Duck if we are writing a paper on the migratory patterns of the Mallard Duck. This is why it is important to frame our search terms correctly. We might instead search for "Mallard Duck migration"

4. Evaluate search results overview

The results returned will also give us insight as to whether we framed our search correctly or not. If we are searching for General George Washington but we do not use the full title but instead use "GW" we may get results affiliated with the USS George Washington or something to do with global warming.

5. Determine if the result content is appropriate to the topic

If we are searching for Mallard Duck migration we may want even more specific results than we first anticipated and this may be driven by a large amount of information found on the subject of Mallard Duck migration. We may want to then narrow it down even more and search for Mallard Duck Migration in Pennsylvania.

6. Determine if the result is scholarly

If we search for a particular subject, we often are presented with hundreds of thousands, if not millions, of results of our search. We must then either look at every result or learn to evaluate the results based on the uniform resource locater, or URL (IE the web site address). Often the address will give clues as to the validity of the source. Sites that end in ".gov" or ".edu" are great places to start for valid web site resources. But more than that, we must also examine the article itself and determine if the author cited his or her sources, the publisher of the work or even the date the article was published and written. We may not want to quote articles or books published 100 years ago as science and technology has progressed since then. But it may be fully appropriate if we are discussing the progression of technology.

7. Use the information for research purposes

We must now use the information we have found and we can't use it if we don't understand it. We must read it and understand it and then determine, if we use it, where in our paper will it be placed?

8. Cite sources appropriately

Now that the student has found appropriate information from an appropriate source, it must be cited. It must be cited appropriately in the paper body as well as at the end of the paper. If it is not cited correctly, it could be taken as plagiarism.

13. Practice / Feedback

Students will be given the opportunity to actively participate in both warm-ups and practice activities as well as the final informal assessment. During the warm up students will work in groups and individually to brainstorm and find information on a specified topic. During the workshop the instructor will ask questions and call on students to answer. Feedback will be given to the student and the class for correct and incorrect answers.

During the informal assessment at the end of the workshop, students will be asked to follow the steps they've learned in order to find a scholarly topic for their current research project. To effectively complete this assessment in a timely manner, students will need to have mastered all of the objectives presented in the workshop. During the assessment instructors, teachers, and library staff will walk around the room monitoring students and giving feedback based on individual student's progress. At the end of the assessment, 1-2 students will be asked to voluntarily share their source, how they found it, and why they believe it to be scholarly with the class. Students who volunteer their source will be given feedback. The student and the class will have an opportunity to learn from this public feedback.

Student Participation

I.   Students will participate in a warm up activity at the beginning of class.
II.   Students will answer questions related to the steps in the search process.
III.   Students will volunteer to share their sources with the class after the assessment.

Follow Through Activities

I.   Memory Aids: Memory Aids will be provided in the form of a lesson outline. This outline will follow the lesson outline and format. It will contain places for students to take notes during the lesson.
II.   Transfer: The instructor will ask the students about their current research topics. The instructor will ask them how they can use these new skills to aid in their research for the new topic as well as topics in the future.

Feedback:

I.   Question & Answer: During the one-hour instruction we will try to answer as many student's questions and concerns related to what is being presented. These Q & A's often help us improve our material for future usages.
II.   Teacher's Response to Program: The teacher will be providing his/her feedback about the one-hour instruction after the study hall period in addition to how the students digest the information and apply it to their class report.

14. Strategies for Teaching the Terminal Objective

After completing the workshop, students will be able to identify and classify located information that is situated on a web page as both acceptable and scholarly content.

Our tactics on our approach to meeting our terminal objective stem from two major components: the trajectory of our test items and how our interactions individually with each students mentor their understanding and recollection of our instruction towards receiving Internet content as scholarly. Students will be "able to identify and classify" the information content from a web page by way of a series of set rules and procedures that will be based on: a) the Boolean approach to searching; b) the categorization of web page elements (author, web page organization, sponsor, date of content, etc.); and c) the relevance of the relationship of the web content-to research relevance recognition. Our test items work on the student's motor skills to act by approach instead of a constant display of verbal information; thus focusing on the student's interaction with the computer to apply our instructions to.

We will be using a Power Point presentation, but our main focus will be how students act with their computers. The information that will be projected will be used as an aide and a reference for their interaction. The information will be projected while the students apply the projected information for their own application while searching the Internet. In addition we will be handing out review materials so that students have multiple outlets of information. With individual impartial interaction, the presentation, and review information we will provide students with a learning experience that doesn't strain their attention and keeps their body and mind active in learning.

As we interact with each of the students we will examine their questions, how they are applying the material and informally testing how each of the students both classify the information as scholarly, and relate the scholarly sources to their own research. Students will be complemented and we will provide advice to help nurture and build confidence in the student's take on our material. We believe that a positive environment is a great learning environment. If the student has a question or concern we will do our best to cover the information individually with the students so that he or she understands the material, and the key elements of our test items.

Warm-up: Web Literacy Brainstorm   5-7 Minutes

Students will work in groups to silently list as many key terms and phrases related to internet research on the board. Students will work in groups of 5. The brainstorming session/race will last 1-2 minutes.

Introduction: 3-5 Minutes

The teacher will explain what the workshop goals are and how the information will help the students with their current research projects. The workshop will use George Washington as as the demonstrated research topic.

Presentation: 10-12 Minutes

The instructor will use the internet and a power point to cover the material including academic honesty, search engine navigation, search term formulation, search result evaluation, and content evaluation.

The instructor will engage the learners during the lecture by asking individual students to answer questions.

Practice Activity: 3-5 Minutes

Students will do a quick individual search to answer the question: What were George Washington's false teeth made out of?

Presentation: 7-10 Minutes

Using the discussion from the question above, the instructor will cover how to determine if content is appropriate and scholarly. This section of the lecture will also cover how to cite sources.

The instructor will engage the learners during the lecture by asking individual students to answer questions.

Production Activity: 15-20 Minutes

Students will be asked to find and cite 1 academic quality source for their current research project. Instructors and library staff will walk around and help and evaluate student progress during this activity.

Students will be asked to volunteer to share their sources and why they chose them for the class. If time allows more than 1 student will be asked to present.

15. Student Groupings and Media Selections

There will be thirty 8th-grade Blue Park Bench Middle School students who will be situated in a set of six rows of five chairs each with a computer. In front of the students within their view will be a 12- foot by 12-foot projector screen adjacent to a teacher station. The area will be the media center of the Blue Park Bench Middle Library. This is their study hall period, so the lighting in the room may or may not have to be used during the presentation. Student understanding of our material may be varied as some students may have covered this information prior while others may have not. We will focus on each student individually regardless of his or her experience with this material. Students can also use a notebook and pen/pencil to take notes. We will be passing pencils too- if the library does not have any writing utensils. If a computer does not work there are other computers in the media section. Students will be shown examples of good and scholarly information available on the Internet, including http://gwpapers.virginia.edu/articles/index.html.

16. Assessment

During instruction, especially near the end when the students are to produce a scholarly resource pertinent to a topic of their own research, the instructors will be monitoring the learners performing their work, assisting when needed. Notes will be kept about each student by both the instruction team and the school faculty present during the course. The "teacher" computer station will be utilized for its ability to monitor all screens at one time, providing data about student search habits and techniques. During the warm-up section of the presentation, groups will be monitored for on-task behavior, group work – including responsibilities for each learner in the group, and the group work will be reviewed with the entire class. Students will be encouraged, though not mandated, to take notes on the handout/pamphlet provided to them.

Over the course of the hour-long workshop, students will be observed individually taking the knowledge received in the presentation sections to the application or synthesis levels of learning when they are asked to apply the critical thinking skills that they have been taught in a "real world" environment of solo research.

Assessment

I.   There is no formal pre-assessment for this lesson

For the post assessment, students will find 1 academic quality source for their current research projects. Instructors and library staff will walk around and evaluate the quality of the resources found by the individual students. One student will be asked to voluntarily share their source and why they chose it with the class using the projector. This single-student review will serve as a rubric for how the students can double-check their sources.

17. Instructional Materials and Assessments

All resources are found in our attached folder. Listed, they are:

1. Instruction_Lesson.pptx
2. Handout.doc
3. Web_Literacy_EOC_Survey.docx

18. Characteristics of Learners in Small-Group Evaluation

Several small group evaluations were done with various types of students.

One small group evaluation was performed on a group of two students, a 7th and 8th grader. These students were home-schooled. The learners matched the target learners in age and grade level, but because of their home school background and the amount of individual attention they have received throughout their education, they were above the level of the target learners. This affects the data because these learners were relearning some of the material and their assessment performance and learning surveys would be different than that of the target learners.

Another small group of two learners, one in college, and the other having recently graduated, also participated in the course. Though not of the target age group, the students found the information interesting and relevant, though their familiarity with the Internet and overall education level has prepared them for more rigorous topics of research. This would affect the data in that the learners showed a higher level of understanding and context than that of the target group.

The third small test group consisted of three students in 8th grade. Two were public school students and one was home schooled. In this small group there were 3 students and 2 computers. This extended the instruction time, and it also allowed one student to have a chance to observe the assessment before actually performing the assessment. It should be noted that this student performed better than average on the assessment, which is possibly due to the observation. All three students in the third test group were receptive to the material and the information gained through performing the lesson instead of just hearing the information. All three students knew the importance of sound resources but didn't realize how having or not having sound resources could impact their research projects until after the workshop.

19. Materials and Instruments Used in Small-Group Evaluation

Web_Literacy_EOC_Survey.docx – attached

20. Procedures in the Evaluation of Instruction

Instruction will be evaluated in two manners. The first will be by student comprehension and retention. Student comprehension and retention is, for the most part, reflective on both the instructor and the materials he or she is teaching. It is incumbent on the instructor to both teach and ensure the students retain the information and if they do not it is either a defect in the material information or the instructor.

The second manner will be by instructor evaluation. Instructors from other disciplines may be used in some cases as outside sources of instructor evaluation. Instructor evaluation will be based on how well the instructor relays the information to the students in their varied learning styles and states of awareness. It is up to each instructor to find his or her own style but in the end it is also their responsibility to teach the class in it's myriad of learning styles. The instructor must use many learning tools and techniques to teach in order to meet each student in their respective learning place. Other teachers or instructors should know this and are best qualified to ensure this takes place.

Feedback will be given to teachers/instructors if they seem to fall short by student knowledge retention and comprehension or by instructor evaluation.

21. Data From Evaluation

The instructors were well prepared for this workshop:	I found the material presented to be easy to understand:	The content presented was relevant to my needs:	I see the need for quality information in research purposes:	I feel as if this course is relevant both now and in my educational future:	The room was free of distractions: Yes or No	What could improve the overall instruction of this course?	Overall Course Rating:	Overall Instructor Rating:
10	10	9	10	10	No - there was a young child talking and walking around at the time.	A slower pace.	5	5
9	9	9	9	9	Yes	Overall thought it was a good presentation with valuable information. I would have liked if there was a clear answer to the search criteria that everyone would be directed to if they got the search answer wrong so they could see what a credible source looks like.	5	5
9	10	9	9	9	Yes	Nothing	4	4
10	10	9	9	9	Yes	Nothing	4	4
9	10	8	10	8	No - I could see outside and it is too nice outside to be inside	Teach it outside	4	4
9	10	6	10	6	Yes	Nothing	3	4
9	10	6	10	6	Yes	Nothing	3	4
Averages:								
9.29	9.86	8	9.57	8.14			4	4.29

22. Revisions to Instruction and Assessment

Depending on the State/area that the instruction and materials are used, adaptations for the availability of technology and familiarity with it would have to be made. For the Blue Park Bench Intermediate School, we adjusted instruction for students that are familiar with computers/technology, and have regular access to it at school as well as at home.

We need to revise instruction to include "extra" activities and challenges for those that are performing above their grade-level expectations.

Examples of "clear answers" to each of the search criteria should be added into the PowerPoint/instruction, as suggested by a test student.

We suggest a more formal assessment and rubric be used to capture individual student's grades and performance. This will be a better measure of how effective the workshop was in teaching the specified objectives. The informal evaluation could be made formal by adapting the questions to a written format. The questions should be based on the test items specified in section 8.