

ON LINE REPLICATION KIT

**Homework Help:
Introducing Information Resources to Parents of 4th Graders**

2003-2004

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1. Description of Primary Learners (i.e., age, grade, prerequisite skills, interests): Parents and 4th grade students

- | | |
|-----------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Early Learners | <input type="checkbox"/> High Schools |
| <input checked="" type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input checked="" type="checkbox"/> Adult Learners |
| <input type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: Homework Resources

- | | |
|--------------------------------------------------------|---------------------------------------------|
| <input checked="" type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input checked="" type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input type="checkbox"/> Arts/Humanities | <input type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: Information Age Resources

- | | |
|-----------------------------------------------------|-----------------------------------------------|
| <input checked="" type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input type="checkbox"/> Periodicals | <input type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input type="checkbox"/> Videos, Art Forms |
| <input type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

ON LINE REPLICATION KIT FORMAT

Homework Help:
Introducing Information Resources to Parents of 4th Grade Students

Program Description: This is a month-long experience for the parents of 4th grade students with their child that begins by setting a learning context through hands-on workshop at the school or at the public library. Parents have many fears in the education of their children. They have phobias that they are not knowledgeable in learning and technology. By attending the workshops, the parents will become competent searchers on the Internet and on other Information-Age resources. They will be able to guide their child in both learning and in the appropriate use of the Internet. The experience includes the parent learning how to use the library's web site using Boolean operators and selecting keywords to perform better searches on search engines and online databases. The parent and the child together research the assignment (Famous Hoosiers). The child is able to write a report using various sources (books, online databases, and websites). The experience concludes with the parents attending the Living Museum (the students' re-enactment of their chosen Famous Hoosier).

Program Benefits: This program enables the parents to demonstrate proficiency of their new skills with the real world application. Past participants have valued the program because it helped them to become partners with the teachers in the successful completion of their child's homework.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

Homework Help: Introducing Information Resources to Parents of 4th Graders

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	The parent will learn that there may be more than one resource to find information that they are seeking: books, databases, and the Internet.	The parent will be an independent learner and appreciates literature and other creative expressions of information.
Practices	The parent will attend the workshop and/or work session in order to be capable and confident in assisting their child with their homework.	The parent will be able to identify, search, access and document information efficiently and effectively. The parent will be able to use information accurately and creatively.
States of Being	<p>The parent will become partners with the teacher in the successful completion of their child's homework.</p> <p>The parent becomes capable of assisting his child with homework.</p>	The parent will become an independent learner who will strive to seek excellent information and generate knowledge. He will become confident in using the resources of the Library and will be become a Library User.

These objectives correlate with established State standards.



Instructional Guide

ON LINE REPLICATION KIT

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program. It contains these components, in order of use:

- | | |
|----------------------------------------------|------|
| 1. Program outline | 4.1 |
| 2. Indianapolis-Marion County Public Library | 4.2 |
| 3. My account | 4.3 |
| 4. Account overview | 4.4 |
| 5. Online Databases | 4.5 |
| 6. iLibrary.org | 4.6 |
| 7. Student Resources | 4.7 |
| 8. Biography Resource Center | 4.8 |
| 9. James Whitcomb Riley | 4.9 |
| 10. Inspire.net | 4.10 |

(Add documents behind this title page.)

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program. It contains these components, in order of use:

- | | |
|--------------------------------------------------|------|
| 11. Indiana Links | 4.11 |
| 12. Indiana Biographies | 4.12 |
| 13. Famous Hoosiers | 4.13 |
| 14. Hoagy Carmichael website | 4.14 |
| 15. Biography of Hoagy Carmichael | 4.15 |
| 16. Famous Hoosier Web Links | 4.16 |
| 17. Search Engines and Directories | 4.17 |
| 18. Five criteria for evaluating Web pages | 4.18 |
| 19. Glossary terms for Information Age Resources | 4.19 |
| 20. Bibliography | 4.20 |

Instructional Guide

Introduction

The Librarian/Media Specialist will instruct Information Literacy skills to parents of students in elementary school. Parents will receive instruction to help them assist their child with homework. In this program, the students were assigned to find information on their chosen Famous Hoosier. The workshop could be done in one or two sessions. Two sessions would be better so that the parent would be able to explore the websites and online databases. The learner will be exploring how to use the websites and online databases after the instructor explains the information that can be found. The workshops will be interactive.

Program Outline

Day 1 (approximately 1 hour in length)

Welcome and Introductions 10 minutes
Parent will complete Information Age Resources Questionnaire (Section 6.4c)

Presentation of the Indianapolis-Marion County Public Library website 15 minutes

Basic Information on the website (Section 4.2)

- Tool bar (New on our site, Locations and Hours, Online databases, email the Webmaster)
- Online Catalog Search
- My Account (Section 4.3)
- Account Overview (Section 4.4)
- eReference & Resources
- infoZone
- Pathfinders

The learner will have time to explore and ask questions. 10 minutes

Online Databases (Section 4.5) 15 minutes

What is a database?

- iLibrary.org (Section 4.6)
- Student Resources (Section 4.7)
- Biography Resource Center (Section 4.8)

- James Whitcomb Riley (Section 4.9)
- Other databases

The learner will have time to explore, ask questions and reflect by answering
Questions on the Homework Help Workshop (Section 6.4b) 10 minutes

Refreshments. 10 minutes

*This would be the end of Session One if the workshop was 2 days.

Assignment

Explore the Indianapolis-Marion County Library website at home. Check your own account. Explore a database.

Day 2 (approximately 1 hour)

Welcome and Review. 5 minutes
Time to review assignment and reinforce what was learned in the last session.

Inspire database (Section 4.10) 15 minutes

Inspire is a database that is available to Indiana residents that do not have a library card for Indianapolis-Marion County Public Library.

- Indiana Links Section 4.11)
- Indiana Biographies (Section 4.12)
- Famous Hoosiers (Section 4.13)
- Hoagy Carmichael website (Section 4.14)
- Biographical information on Hoagy Carmichael (Section 4.15)
- Other Famous Hoosier web links (Section 4.16)

Search Engines and Directories (Section 4.17) 20 minutes

- Search strategies
- Boolean search terms

Website evaluation (Section 4.18) 20 minutes

- Accuracy
- Authority

- Objectivity
- Currency
- Coverage

Explore different websites and discuss why the websites are good or bad.
10 minutes

Refreshments and complete Information Age Resources Questionnaire
(Section 6.4c) 10 minutes

Day 3
Work Session approximately 2 hours

Parent with child can come to the work session at the school to search for information for the student's Famous Hoosier.

Day 4
Living Museum

Additional Information on conducting the program

The instructor (librarian/media specialist) will instruct the parent with or without their child on how to locate information on the Indianapolis-Marion County Public Library website and other Information Age resources.

The learner/parent will assist his/her child in creating a written report on a Famous Hoosier that the student chooses.

At the workshop, the instructor gave the learner (parent and child or just parent) materials that will help the child organize the information that they have found on their Famous Hoosier. The teacher will give the same worksheets to their students in class. The student was also given a folder with pockets to keep on their research in one place. The student was given approximately one month to complete their research in a written report.

The students will become their "Famous Hoosier" in a Living Museum. The student will assume the role of a famous person. He/she will dress and speak like the Famous Hoosier.

The parents, teachers, and other students of the school will be invited to visit the Living Museum. Refreshments will be served to the parents.

Definition:

A living museum is a type of museum that recreates the conditions of a historical period. The objective is total immersion, designing exhibits so that visitors can experience the historical period. Interpreters dress in period costume. An example is Conner Prairie Living History Museum in Fishers, Indiana.

Helpful hints on conducting the program:

At the workshop, the instructor will give the learner (parent and child or just parent) materials that will help the child organize the information that they have found on their Famous Hoosier. The teacher will have the same worksheets available to their students if they need additional worksheets.

The student was also be given a folder with pockets to keep their research in one place.

The student was be given approximately one month to complete their research in a written report.

The students will become their “Famous Hoosier” in a Living Museum. The student will prepare a speech that they will recite. He/she will dress like the Famous Hoosier. The parents, teacher, and other students of the school will be invited to visit the Living Museum. Refreshments will be served to the parents.

When the instructor shows different websites, he should also show websites on costumes and time periods. The students did not have a sense of time relating on how to dress like the character. The art teacher might be included in the final stages on helping the students to assemble a costume.

Potential Pitfalls on conducting the program:

The students need to choose a Famous Hoosier that has already died. Those presentations made a better report. The students that chose an athlete found too many fan websites. These websites were not very objective. Too many statistics were on these websites.

Indiana State Academic Standards

The students will meet several Indiana State Academic Standards for Fourth Grade with the completion of this assignment.

They will meet a **Language Arts Standard** for Writing Process.

Standard 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing

Several **Social Studies Standards** will also be met.

Standard 4.1.15 Research Capabilities

Use primary source and secondary source materials, generate questions, Seek answers, and write brief comment about an event in Indiana History.

Standard 5 could be met by choosing certain “Famous Hoosiers.”

Standard 4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance and theatre. Example: James Whitcomb Riley, Gene Stratton-Porter, etc.

Indianapolis Marion County Public Library

NASA @ your Library: Glendale Branch May 25 - June 25

Central Library Project | Library Building Projects

New on our Site | **Locations & Hours** | **Online Databases** | **Email the Webmaster**

My Account
Renew Items, Hold Requests, Fines & Fees, Setup E-Mail Notices & Reminders, Ask A Librarian, Interlibrary Loans

About the Library
[Library Cards & Policies](#), [Job Openings](#), [the Library Foundation](#), [the Library Board](#), [Governance & Operations](#), [Bookmobile Schedule](#)

Library News & Events
Announcements, [Searchable Calendar of Events](#), [Booksales](#), [Computers For You Training](#), [Job Openings](#), [Reading in Indianapolis](#)

infoZone
Catalog, information, and activities for kids!

Páginas en español
Estos enlaces sirven de guía a las páginas web del sitio web en español de IMCPL.

Online Catalog Search
Alphabetical Browse, Keyword Search, Advanced Keyword Search

eReference & Resources
Information Sources in all Subject Areas: [Subject Pathfinders](#), [Databases](#), [Internet Search Engines](#), [Chapter-A-Day](#), [Basic Internet Help](#)

Community Information
[Central Indiana Human Services Database](#), [INFOLink](#), [Indy Reads](#), Government Links, City, County & State Information

NASA @ Your Library
National Traveling Exhibit at the Glendale Branch

Search

IMCPL Web Site

Catalog:

The Web with

Highlights

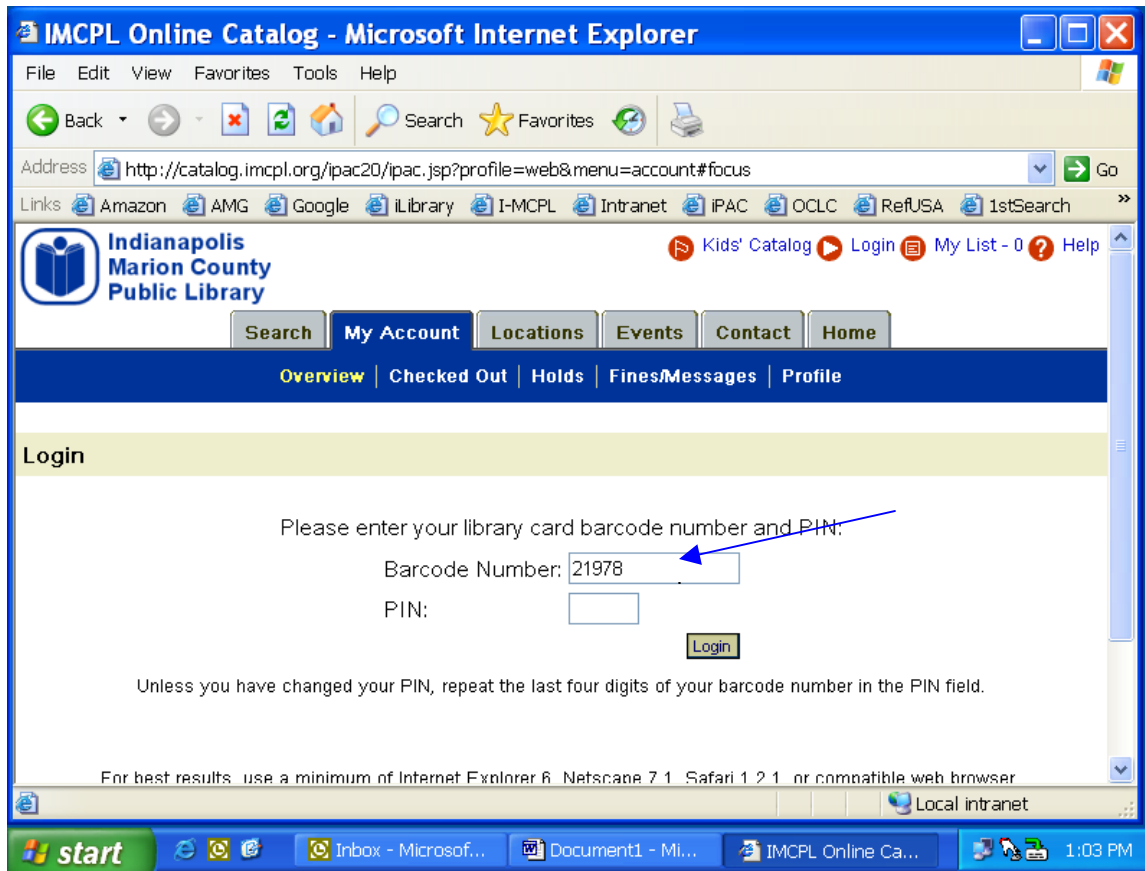
- [2003 Annual Report](#)
- [2004 Annual Budget](#)
- [Astronomy](#)
- [Requests for Proposals](#)
- [Upcoming Events](#)

New on our Site | **Locations & Hours** | **Online Databases** | **Email the Webmaster**

IMCPL's [Acceptable Use Statement](#)

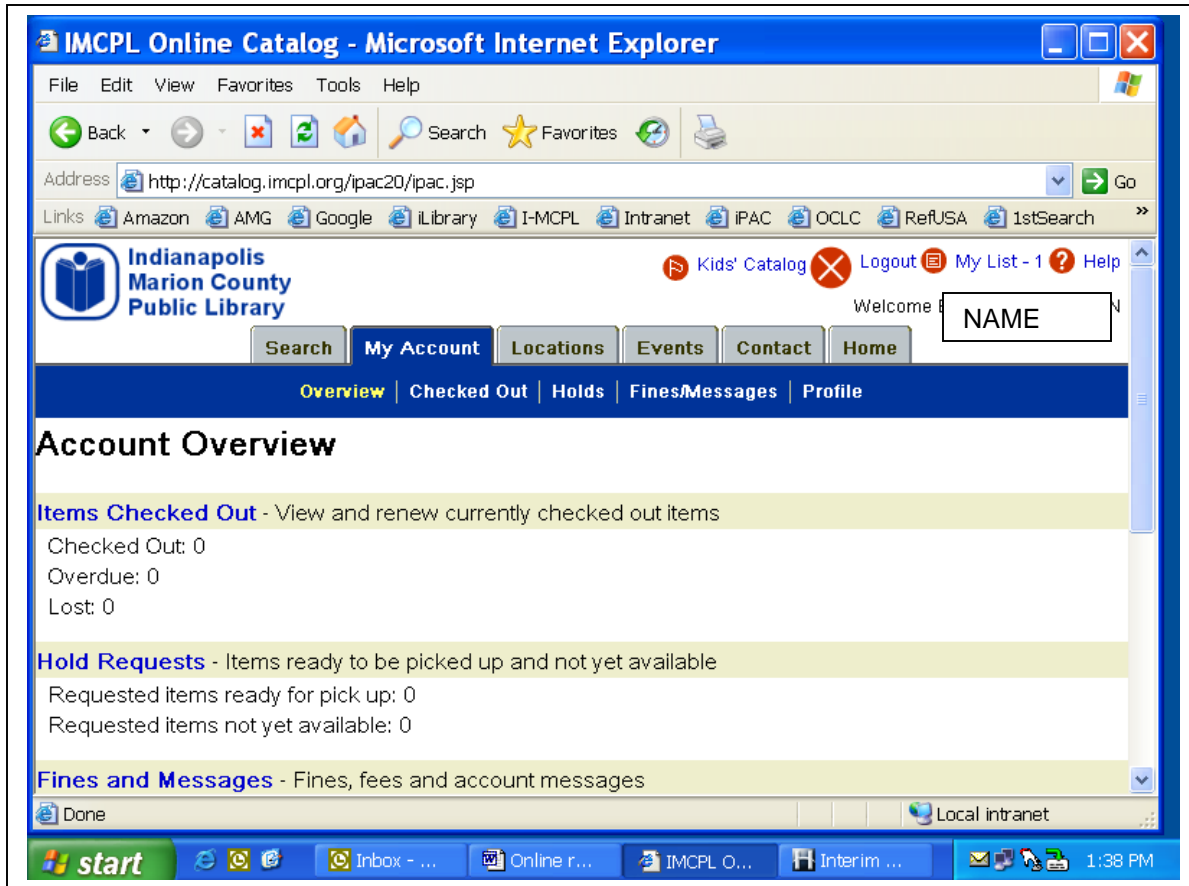
Indianapolis - Marion County Public Library
P.O. Box 214

Section 4.2 The Home Page of the Indianapolis-Marion County Public Library (<http://www.imcpl.org>)



Section 4.3 My Account page.

Patron would log-in by typing their library card barcode and their PIN number. The PIN number is the last four number of the library card number Or this number may be chosen by the library borrower.



Section 4.4 Account Overview page.

The first screen the library borrower would see after logging-in with his own library card barcode. This screen will inform the borrower how many items he has checked out, information on hold requests (ready for pick up and holds that are not available yet) and on fines and messages on his account.

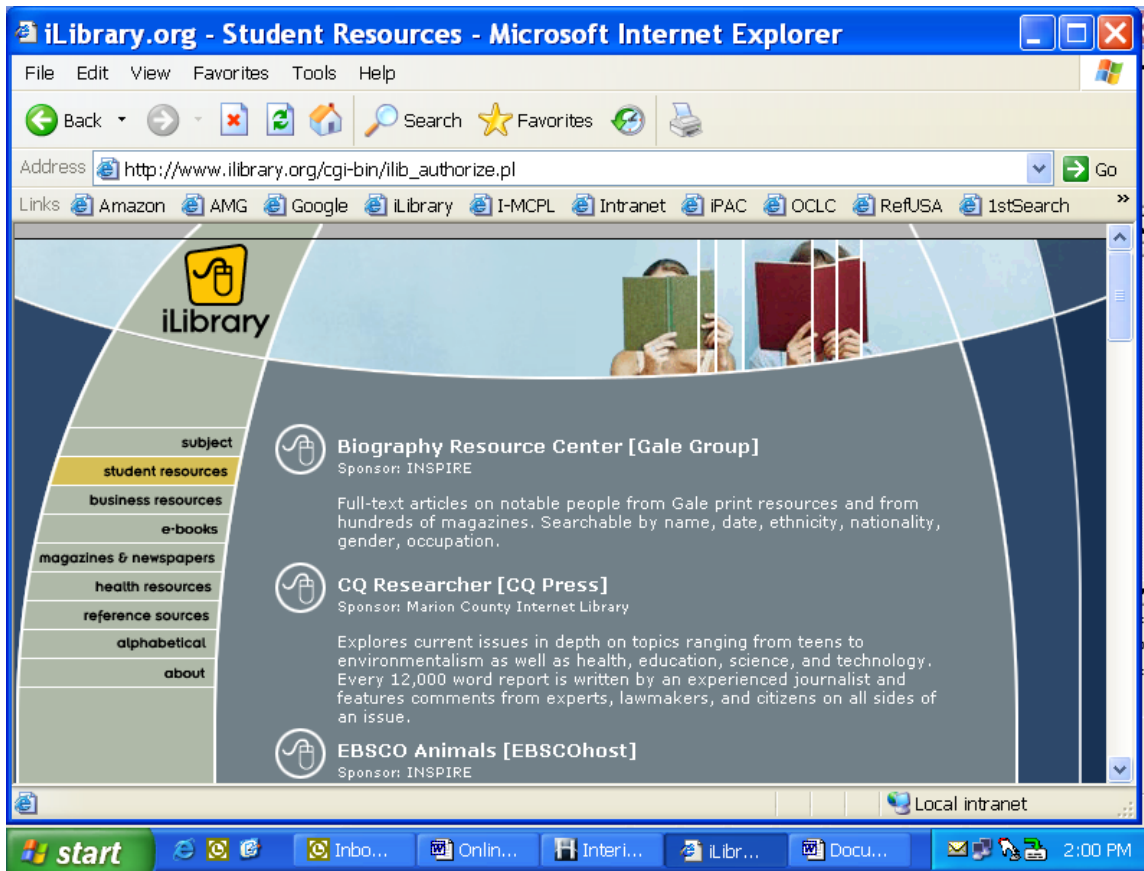
The screenshot shows the homepage of the Indianapolis Marion County Public Library. At the top left is the library logo. A blue navigation bar contains four items: 'New on our Site', 'Locations & Hours', 'Online Databases', and 'Email the Webmaster'. A red arrow points from the 'Online Databases' link to a search box on the right. The search box has a 'Search' label, a text input field, and a 'Go' button. Below the search box are radio buttons for 'IMCPL Web Site', 'Catalog: General', and 'The Web with Google'. A yellow callout box with a red border points to the search box with the text 'Click here to enter online databases.' The page also features sections for 'My Account', 'About the Library', 'Library News & Events', 'infoZone', 'Páginas en español', 'Online Catalog Search', 'eReference & Resources', 'Community Information', and 'Highlights'. A NASA banner is visible in the center, and a footer contains the library's name and address.

Section 4.5 Online Databases.

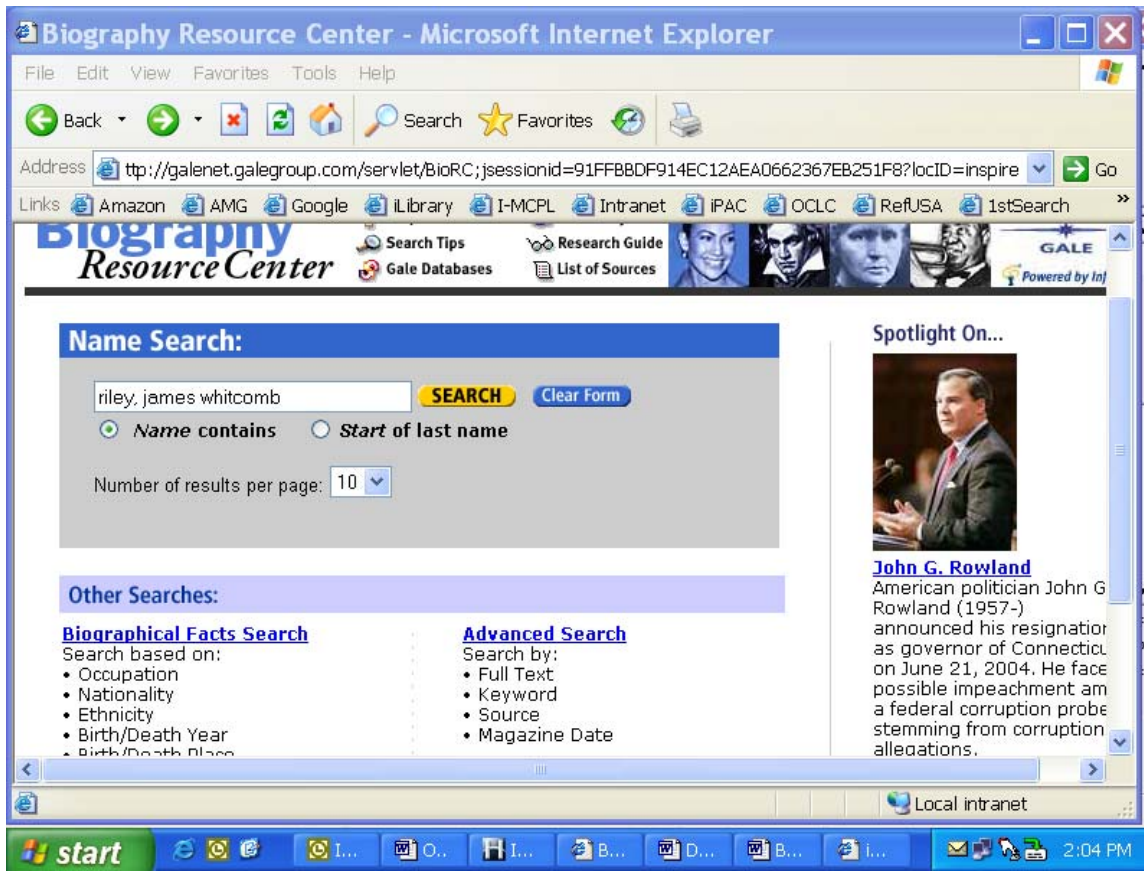
The library user clicks on the “Online Databases” which is located in the blue Navigation toolbar.



Section 4.6 Online Database webpage (<http://www.iLibrary.org>)



Section 4.7 Databases found in the Student Resources webpage.

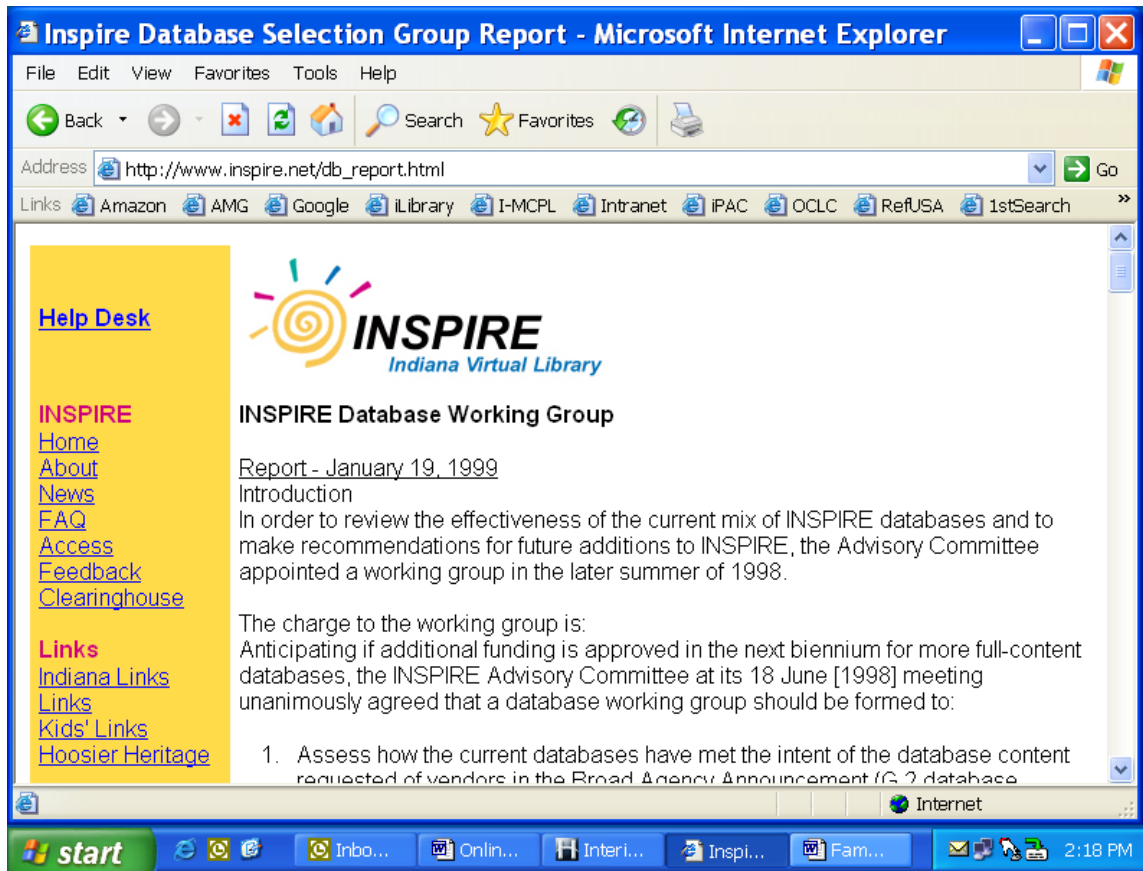


Section 4.8 Biography Resource Center webpage.
Library borrower/user would type in the name of the person that they are seeking information on and then click on Search.

The screenshot shows a Microsoft Internet Explorer browser window titled "Biography Resource Center -- Narrative Biography Display - Microsoft Int...". The address bar contains the URL: [riley%2C+james+whitcomb&ste=12&tbst=prp&tab=1&n=10&docNum=BT23100047048&bConts=59#b_Essay](#). The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar features Back, Forward, Stop, Home, Search, Favorites, Refresh, and Print buttons. A Links bar at the top lists various resources like Amazon, AMG, Google, iLibrary, I-MCPL, Intranet, iPAC, OCLC, RefUSA, and 1stSearch. The main content area displays "Document 1 of 4" and the title "James Whitcomb Riley" with the dates "1849-1916". A black and white portrait of Riley is shown on the left, with a "Mark this document" checkbox and a "Results List" button above it. Below the portrait is an "Enlarge Image" link. The biographical text includes: "Birth: October 7, 1849 in Indiana, United States", "Death: July 22, 1916", "Occupation: Poet", and "Source: Dictionary of American Biography Base Set. American Council of Learned Societies, 1928-1936." A "TABLE OF CONTENTS" section lists "Biographical Essay", "Further Readings", and "Source Citation". The Windows taskbar at the bottom shows the Start button and several open applications, with the system clock displaying 2:10 PM.

Section 4.9 Information page on James Whitcomb Riley.

4.10 INSTRUCTIONAL GUIDE



Section 4.10 Inspire webpage (<http://www.inspire.net>)

4.11
INSTRUCTIONAL GUIDE



Section 4.11 Indiana links on the Inspire website.



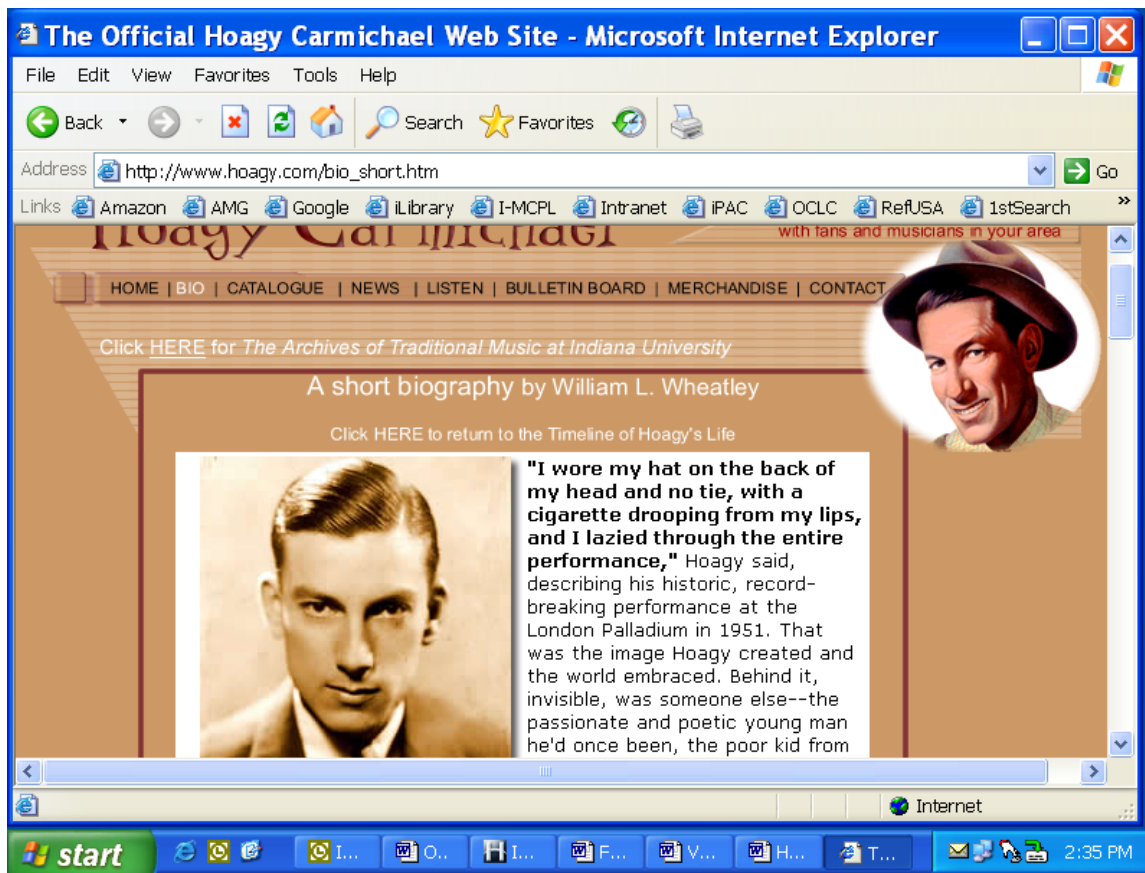
Section 4.12 Indiana Biographies hyperlinks to information on other websites that have information on Famous Hoosiers.



Section 4.13 Welcome to Visit Indiana.net website.
This website links to other websites that have information on Famous Hoosiers.



Section 4.14 The Hoagy Carmichael webpage. (<http://www.hoagy.com>)



Section 4.15 Biographical Information on the entertainer's website.

Famous Hoosiers

The Indiana Traveler “Researching Indiana and Beyond”
http://www.indianatraveler.com/indiana_famous_people.htm

Twelve Famous Hoosiers on the Things to do.com
http://www3.thingstodo.com/states/IN/famous_people.htm

Indiana Department of Education: Famous People with links to Indiana
<http://ideanet.doe.state.in.us/olr/library/persons.html>

The Indianapolis Star: Back in the Day: Indiana’s African-American History Day
http://www.indystar.com/library/factfiles/history/black_history/

Indiana Historical Society: Governors of Indiana
<http://www.indianahistory.org/heritage/ingov.html>

President Benjamin Harrison Home
<http://www.presidentbenjaminharrison.org/>

Indiana State Library: Indiana Biography Index
<http://199.8.200.90:591/ibiooverview.html>

List of Famous Hoosiers (name, profession, city)
<http://www.50states.com/bio/indiana.htm>

Indiana Virtual Library – Indiana Links
<http://www.inspire.net/indbiog.html>

Indiana Hollywood Hall of Fame
<http://www.hoosierwoodindiana.com/>

Hoover Elementary: Famous Hoosiers
http://www.hoover.cville.k12.in.us/famous_hoosiers_list_from_indian.htm

Indianapolis-Marion County Public Library
<http://www.imcpl.org>

Marion County Internet Library
<Http://www.myilibrary.org>



Internet Search Engines

[Home](#) > [eReference](#) >

[New on our Site](#) | [Locations & Hours](#) | [Online Databases](#) | [Email the Webmaster](#) | [Search our Site](#)

One of the best ways to find what you are looking for on the Internet is to use a *search engine* or a *metasearch site*. A *search engine* is a web site that lists other web sites so that they can be searched either by category or keyword. A *metasearch site* is a specialized search engine that submits your search to multiple search engines and organizes the returns for you.

If you want to do your own search engine research, a good source for reviewing search engines is [Search Engine Watch](#). Their Search Engine Listings link lists some top choices in various categories and provides up-to-date information about each engine in the list.

You will find 28 of the more popular search engines and metasearch sites listed below.



[37.com](#) is a metasearch site that searches 37 other search engines at once.



[100Hot](#) has been in operation since 1995 and is the first category-by-category ranking index of Internet sites. The 100hot index identifies and ranks the top 100 Web sites in such categories as technology, entertainment, finance, lifestyle, games, sports, and news.



[About.com](#) is a network of sites that includes over 650 highly targeted environments, each overseen by a professional guide.



[All-in-one Search Page](#) - over 800 of the Internet's best search engines, databases.

Section 4.18 A list of search engines on the Indianapolis-Marion County Public Library Website

Five criteria for evaluating Web pages

Evaluation of Web documents	How to interpret the basics
<p>1. Accuracy of Web Documents</p> <ul style="list-style-type: none"> • Who wrote the page and can you contact him or her? • What is the purpose of the document and why was it produced? • Is this person qualified to write this document? 	<p>Accuracy</p> <ul style="list-style-type: none"> • Make sure author provides e-mail or a contact address/phone number. • Know the distinction between author and Webmaster.
<p>2. Authority of Web Documents</p> <ul style="list-style-type: none"> • Who published the document and is it separate from the "Webmaster?" • Check the domain of the document, what institution publishes this document? • Does the publisher list his or her qualifications? 	<p>Authority</p> <ul style="list-style-type: none"> • What credentials are listed for the authors)? • Where is the document published? Check URL domain.
<p>3. Objectivity of Web Documents</p> <ul style="list-style-type: none"> • What goals/objectives does this page meet? • How detailed is the information? • What opinions (if any) are expressed by the author? 	<p>Objectivity</p> <ul style="list-style-type: none"> • Determine if page is a mask for advertising; if so information might be biased. • View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom?

4. Currency of Web Documents

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

Currency

- How many dead links are on the page?
- Are the links current or updated regularly?
- Is the information on the page outdated?

5. Coverage of the Web Documents

- Are the links (if any) evaluated and do they complement the documents' theme?
- Is it all images or a balance of text and images?
- Is the information presented cited correctly?

Coverage

- If page requires special software to view the information, how much are you missing if you don't have the software?
- Is it free or is there a fee, to obtain the information?
- Is there an option for text only, or frames, or a suggested browser for better viewing?

Putting it all together

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly--not limited to fees, browser technology, or software requirement, then . . .

Glossary of Terms for Information Age Resources

21st Century Literacies - skills needed to flourish in today's society and in the future. This combination of information, multicultural, media, and visual literacies can better help K-12 students and adult learners address and solve the issues that confront them.

Accuracy - free from errors and mistakes

Authority - 1) A source of correct information and 2) an expert on a subject whose advice or opinion is accepted

Boolean Operators - the Boolean operators of "AND", "OR" and "NOT" [or "AND NOT"] in online searching either narrow or expand the results of the search.

Brainstorming - an informal way of generating topics to write about, or points to make about a topic. The important point about brainstorming is that there should be no pressure to be "brilliant." Students should simply open their minds to whatever pops into them. Think of it as a kind of free association.

Copyright - the exclusive legal right to reproduce, publish and sell the matter and form (as a literary, musical, or artistic work)

Core/Supporting Concepts - big ideas in units or lessons that are key to students understanding the material. Knowing core concepts is at the heart of what you teach. This allows you to determine what standards you address and what learning activities you will provide to help students understand the core/supporting concepts.

Currency - how up-to-date an information source is.

Database – a usually large collection of data organized especially for rapid search and retrieval (as by a computer). These sources provide searches that are efficient and results are reliable.

Directory - a subject guide typically organized by major topics and subtopics. The best-known directory is the one at Yahoo

□

Graphic Organizers - tools to help students make sense of gathered information and reflect on whether the information gathered is sufficient.

Information Literacy - the abilities to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

Information resources -print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.

Inquiry-Based Unit - unit of study geared toward the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.

Keyword - A word that is entered into the search "window" of an Internet search engine to search the Web for pages or sites about or including the keyword and information related to it.

Layout - one method of evaluating a website. Is the website well organized? Is it easy to find files and information? Is it easy to read? Is there consistency across all the pages of the website?

Look - one method of evaluating a website. Is there a specific look and feel to the website? How are fonts, background colors and images used?

Multicultural Literacy - knowledge of cultures, languages, and the ways multi-sensory data (text, sound, and graphics) can introduce bias in language, subject matter, and visual content.

Navigation - A system of hypertext paths set up on a Web page to enable visitors to find their way around the site.

Plagiarism - using others' ideas and words without clearly acknowledging the source of that information

Point of View - bias of an information source, identified to better evaluate the accuracy and usefulness of the information

Primary source - developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

Problem-based Learning - a curriculum development and instructional approach that simultaneously develops problem-solving strategies, disciplinary knowledge bases, and skills.

Project-based Learning - a curriculum development approach that centers on projects, in-depth investigations of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the students, the teacher, or the teacher working with the students. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.

Resource-based Learning - the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.(Stauffer Library, Queen's University, Kingston, Ontario. What is Resource-Based Learning?)

Rubric – a scoring guide used in subjective assessments.

Scanning - locating specific information quickly and efficiently by moving your eyes down a page looking for specific facts or key words or phrases

Search Engine - A (usually web-based) system for searching the information available on the *Web*. Some search engines work by automatically searching the contents of other systems and creating a database of the results. Other search engines contain only material manually approved for inclusion in a database, and some combine the two approaches.

Secondary Source - developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, non fiction books)

Sitemap - a webpage where all the individual pages of a website are listed and linked. Sitemaps can be used to better understand the purpose of a website, and in some cases, find files more quickly than with traditional navigation.

Skimming - identifying the main ideas of a text by reading first and last paragraphs, beginning sentences in other paragraphs (topic sentences), and noting other organizational clues such as title, bold type, italics, capitalized words, captions, etc.

Surf - To search for information on the Web in a random, non-linear way.

Truncation - to shorten by cutting off. In computer terms, when information is truncated, it is ended abruptly at a certain spot

URL (Uniform Resource Locator) - unique address of a website on the World Wide Web.

Visual Literacy - the ability, through knowledge of the basic visual elements, to understand the meaning and components of the image.

Wild Card - a special character that represents one or more other characters. The most commonly used wildcard characters are the asterisk (*), which typically represents zero or more characters in a string of characters, and the questionmark (?), which typically represents any one character.

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Langehorne, Mary Jo, editor. Developing an information literacy program K-12 : a how-to-do-it manual. Developed by The Iowa City Community School District. New York: Neal-Schuman Publishers, Inc., 1998.

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Learner's Guide

ON LINE REPLICATION

TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program. It contains these components, in order of use:

TABLE OF CONTENTS

The Learners' Materials are listed, in order of use:

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TOOL KIT 2: LEARNERS' MATERIALS

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	Page
10. Glossary of terms for Information Resources	5.10
11. Homework Help Workshop	5.11
12. Information Age Resources Questionnaire	5.12

COMPUTER AND INTERNET USE SURVEY FOR PARENTS

Please check the items that apply to you.

1. I have a student in _____ Mr. Bollenbacher's class.
_____ Mrs. Hennig/Mrs. Walker's class.

2. What is your computer skill level?

- Never used a computer
- Use occasionally
- Use daily
- Advance user

3. Where do you use a computer?

- I've never used a computer.
- Home
- Friends or relatives' house
- School
- Work
- Library
- Other: _____

4. What do you use a computer for? (check all that apply)

- Games
- Internet browsing
- E-mail
- Word Processing
- Spreadsheets
- Research
- Other: _____

5. Do you have a Public Library Card?

- Yes
- No

6. Have you ever used the Indianapolis-Marion County Public Library's Web page (<http://www.imcpl.org>)?

- Yes (if yes, answer question 7.)
 No

7. I use the Library's Web site to:

- Check my borrower's account
 Renew my library materials
 Place holds on library materials
 Use the online databases
 Check if library owns a books, etc.
 Check what programs the library is having for adults and children
 Search the pathfinders for information

8. I search the Internet to find information (check all that apply)

- News
 Hobbies
 Work related
 Help my child with homework
 Other (explain)

9. What would you like to learn in the Technology workshop?

Name _____

Address and/or Email address _____

Telephone _____



My Search

Research Problem

Key Words

**Larger
Subjects**

**Narrower
Subjects**

**Sources to
Examine**

Bibliography

BOOK

Author _____
(last name) (first name)

Title _____

Place of Publication _____

Publisher _____

Copyright Date _____

What I learned:

ENCYCLOPEDIA

Subject heading _____

Encyclopedia _____

Place of Publication _____

Publisher _____

Copyright Date _____

Pages _____

What I learned:

Student's name _____

A Famous Hoosier
(worksheet)

Full name of a Famous Hoosier

Nickname or common name of this person

Background information

(Birth date, birthplace, early life, schooling, hobbies)

What this Hoosier did that was so significant

Sources where I found this information

Other Notes

Standard Bibliography Style Sheet – Elementary

Book

O'Brien, J.B. *Surfing in Hawaii*. New York: Marine Press, 1995.

Encyclopedia Article – Author Not Given

"Bats." *World Book Encyclopedia*. 1997.

Encyclopedia Article – Author Given

Dana, Vernon. "The American Space Program." *Merit Students' Encyclopedia*. 1996.

CD ROM Encyclopedia

"TV Sets." *The Way Things Work*. CD-ROM. Dorling Kindersely, 1994.

Internet Article

"Pat Cummings." *Simon and Schuster Homepage*. Online. Internet. 26 Jan. 1998.

Magazine Article

Stein, Bart. "Caught in the World Wide Web." *National Geographic World*. June 1997: 24-25.

- Either underlining or italics are acceptable ways to indicate a title, although italics are preferred in word-processed documents.
- If a book or other material does not have an author, use the title or shortened form of the title in place of the author's last name. One-page articles and encyclopedia articles do not need page numbers.
- If you wish to use formal bibliographic format, you may wish to list sources on a separate page with the heading "Bibliography."

Five criteria for evaluating Web pages

Evaluation of Web documents	How to interpret the basics
<p>1. Accuracy of Web Documents</p> <ul style="list-style-type: none"> • Who wrote the page and can you contact him or her? • What is the purpose of the document and why was it produced? • Is this person qualified to write this document? 	<p>Accuracy</p> <ul style="list-style-type: none"> • Make sure author provides e-mail or a contact address/phone number. • Know the distinction between author and Webmaster.
<p>2. Authority of Web Documents</p> <ul style="list-style-type: none"> • Who published the document and is it separate from the "Webmaster?" • Check the domain of the document, what institution publishes this document? • Does the publisher list his or her qualifications? 	<p>Authority</p> <ul style="list-style-type: none"> • What credentials are listed for the authors)? • Where is the document published? Check URL domain.
<p>3. Objectivity of Web Documents</p> <ul style="list-style-type: none"> • What goals/objectives does this page meet? • How detailed is the information? • What opinions (if any) are expressed by the author? 	<p>Objectivity</p> <ul style="list-style-type: none"> • Determine if page is a mask for advertising; if so information might be biased. • View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom? •

4. Currency of Web Documents

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

Currency

- How many dead links are on the page?
- Are the links current or updated regularly?
- Is the information on the page outdated?

5. Coverage of the Web Documents

- Are the links (if any) evaluated and do they complement the documents' theme?
- Is it all images or a balance of text and images?
- Is the information presented cited correctly?

Coverage

- If page requires special software to view the information, how much are you missing if you don't have the software?
- Is it free or is there a fee, to obtain the information?
- Is there an option for text only, or frames, or a suggested browser for better viewing?

Putting it all together

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly--not limited to fees, browser technology, or software requirement, then . . .

Evaluating Web Sites

Site Title: _____

URL: _____

Directions	Check the box if:
Who wrote the web site? Is he an expert in his field?	Yes , he is an expert. <input type="checkbox"/>
Is contact information provided for the author or webmaster?	Yes , an email or address is included. <input type="checkbox"/>
Does the bias of the information impact the usefulness of the information?	Yes , the Web site is free from bias. <input type="checkbox"/>
Is the information up-to-date?	Yes , the information has been up-dated. <input type="checkbox"/>
Is the information free from advertisements?	Yes , the website has no advertisements. <input type="checkbox"/>
Is it clear who is responsible for the contents of the page?	Yes , an organization is connected with the page. <input type="checkbox"/>
Does the page have misspellings and obvious grammatical errors?	Yes , there are no errors. <input type="checkbox"/>
Is the purpose of the site clearly stated?	Yes , the purpose of the page answers my question. <input type="checkbox"/>
Are there links to other sites that are related to my needs/purpose?	Yes , this page is linked to other sites. <input type="checkbox"/>
Is the information detailed?	Yes , the page has good information. <input type="checkbox"/>

Count the number of boxes you checked.

- Your score for this site: **7-10** points - you found a winner!
 4-6 points - questionable, may be useful for some projects
 0-3 points - look for a better source
-

Glossary of Terms for Information Age Resources

21st Century Literacies - skills needed to flourish in today's society and in the future. This combination of information, multicultural, media, and visual literacies can better help K-12 students and adult learners address and solve the issues that confront them.

Accuracy - free from errors and mistakes

Authority - 1) A source of correct information and 2) an expert on a subject whose advice or opinion is accepted

Boolean Operators - the Boolean operators of "AND", "OR" and "NOT" [or "AND NOT"] in online searching either narrow or expand the results of the search.

Brainstorming - an informal way of generating topics to write about, or points to make about a topic. The important point about brainstorming is that there should be no pressure to be "brilliant." Students should simply open their minds to whatever pops into them. Think of it as a kind of free association.

Copyright - the exclusive legal right to reproduce, publish, and sell the matter and form (as a literary, musical, or artistic work)

Core/Supporting Concepts - big ideas in units or lessons that are key to students understanding the material. Knowing core concepts is at the heart of what you teach. This allows you to determine what standards you address and what learning activities you will provide to help students understand the core/supporting concepts.

Currency - how up-to-date an information source is.

Database – a usually large collection of data organized especially for rapid search and retrieval (as by a computer). These sources provide searches that are efficient and results are reliable.

Directory - a subject guide, typically organized by major topics and subtopics. The best-known directory is the one at Yahoo.

Graphic Organizers - tools to help students make sense of gathered information and reflect on whether the information gathered is sufficient.

Information Literacy - the abilities to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

Information resources -print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.

Inquiry-Based Unit - unit of study geared toward the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.

Keyword - A word that is entered into the search "window" of an Internet search engine to search the Web for pages or sites about or including the keyword and information related to it.

Layout - one method of evaluating a website. Is the website well organized? Is it easy to find files and information? Is it easy to read? Is there consistency across all the pages of the website?

Look - one method of evaluating a website. Is there a specific look and feel to the website? How are fonts, background colors and images used?

Multicultural Literacy - knowledge of cultures, languages, and the ways multi-sensory data (text, sound, and graphics) can introduce bias in language, subject matter, and visual content.

Navigation - A system of hypertext paths set up on a Web page to enable visitors to find their way around the site.

Plagiarism - using others' ideas and words without clearly acknowledging the source of that information

Point of View - bias of an information source, identified to better evaluate the accuracy and usefulness of the information

Primary source - developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

Problem-based Learning - a curriculum development and instructional approach that simultaneously develops problem solving strategies, disciplinary knowledge bases, and skills.

Project-based Learning - a curriculum development approach that centers on projects, in-depth investigations of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the students, the teacher, or the teacher working with the students. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.

Resource-based Learning - the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.(Stauffer Library, Queen's University, Kingston, Ontario. What is Resource-Based Learning?)

Rubric – a scoring guide used in subjective assessments.

Scanning - locating specific information quickly and efficiently by moving your eyes down a page looking for specific facts or key words or phrases

Search Engine - A (usually web-based) system for searching the information available on the *Web*. Some search engines work by automatically searching the contents of other systems and creating a database of the results. Other search engines contains only material manually approved for inclusion in a database, and some combine the two approaches.

Secondary source - developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, non fiction books)

Sitemap - a webpage where all the individual pages of a website are listed and linked. Sitemaps can be used to better understand the purpose of a website, and in some cases, find files more quickly than with traditional navigation.

Skimming - identifying the main ideas of a text by reading first and last paragraphs, beginning sentences in other paragraphs (topic sentences), and noting other organizational clues such as title, bold type, italics, capitalized words, captions, etc.

Surf - To search for information on the Web in a random, non-linear way.

Truncation - to shorten by cutting off. In computer terms, when information is truncated, it is ended abruptly at a certain spot

URL (Uniform Resource Locator) - unique address of a website on the World Wide Web.

Visual Literacy - the ability, through knowledge of the basic visual elements, to understand the meaning and components of the image.

Wild Card - a special character that represents one or more other characters. The most commonly used wildcard characters are the asterisk (*), which typically represents zero or more characters in a string of characters, and the questionmark (?), which typically represents any one character.

Information Age Resources Questionnaire

Circle the letter for your choice for the best answer.

1. To find the call number for a book in the library you should use
 - a. A dictionary or an encyclopedia.
 - b. An atlas.
 - c. An electronic or card catalog.
 - d. All of the above.

2. Before doing research, you should
 - a. understand your assignment.
 - b. decide what you already know and what you still need to find out.
 - c. have an idea of what the end assignment should look like.
 - d. All of the above.

3. When planning your research it is important to
 - a. think about the types of sources or materials to use.
 - b. know how many sources you need.
 - c. decide which keywords to use.
 - d. all of the above.

4. An encyclopedia can be used for
 - a. basic information on a topic.
 - b. word definitions.
 - c. finding quotes.

5. You find articles in a magazine index by
 - a. subject headings.
 - b. author's name
 - c. magazine name.
 - d. All of the above.

6. A primary source is
 - a. a diary.
 - b. letters.
 - c. Government document.
 - d. All of the above.

7. Plagiarism is
 - a. quoting a source without giving proper credit.
 - b. quoting a source and giving proper credit.
 - c. writing another person's ideas in your own words.

8. A computer program that indexes Web sites is
 - a. a search engine.
 - b. a telephone book.
 - c. a dictionary.
 - d. all of the above.

9. When using information from a Web site for school projects, the best question to ask yourself is
 - a. "Can I order products from this site?"
 - b. "Are these pictures/graphs/charts colorful enough?"
 - c. "Who is the author of this information and is it accurate?"

10. A database is
 - a. Large collection of data organized for rapid search and retrieval.
 - b. someone's thoughts on a subject.
 - c. a question on a test.

11. You find articles in a magazine index by
 - a. subject headings.
 - b. author's name
 - c. magazine name.
 - d. All of the above.

12. An abstract is
 - a. the full text of an article.
 - b. a hard copy of an article.
 - c. a brief summary of an article.

13. Before using information on the Internet, you should check to see if it is
 - a. up-to-date, accurate and objective point of view.
 - b. funny and makes you laugh.
 - c. available on videotape..

14. A list of resources, compiled by people, organized by topics and subtopics is
 - a. a directory.
 - b. an atlas.
 - c. a video tape.
 - d. All of the above.

15. A keyword is
 - a. a key that will help you open doors.
 - b. a way to search for information.
 - c. a word that tells you exactly what it means.

16. A Boolean search uses the terms
 - a. and, or, not.
 - b. always, sometimes, never.
 - c. except, if...then.

17. Using the Boolean operator AND in your search
 - a. narrows your search.
 - b. confuses the computer.
 - c. allows you to exclude a search term.
 - d. All of the above.

18. To "cut off" a word (e.g., from whale to whal*) to find related words with different endings is called
 - a. truncation.
 - b. amputation.
 - c. wild card.

19. Using the Boolean operator NOT in your search
 - a. narrows your search and eliminates a term or idea.
 - b. finds only pictures.
 - c. takes you to a new search engine.
 - d. All of the above.

20. When using keywords, it is important to
 - a. include synonyms (words that have similar meanings).
 - b. spell correctly.
 - c. choose important words related to your search.
 - d. All of the above.

21. Using the Boolean operator OR in your search
 - a. gives you more specific information about your search terms.
 - b. confuses the computer.
 - c. gives you information about all of your search terms.

22. Putting quotation marks (" ") around two or more words means
 - a. your spelling doesn't matter.
 - b. you don't know what you're doing.
 - c. the words become a phrase.

ON LINE REPLICATION KIT**TOOL KIT 3: PROGRAM ADMINISTRATION**

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures. It contains these components, in order of use:

1. Promotion and Advocacy Tools 6.1
 - a. Flyer
 - b. Reminder
2. Partners' Role/Descriptions 6.2
3. Project Timeline and Critical Logistics Gantt Chart 6.3
4. Measurement Guidelines 6.4
5. Project Resources with Budget 6.5

Promotion and Advocacy Tools

The Instructor with the aid of the teachers will promote the “Homework Help” workshop to the parents. The teachers will provide a sign-up sheet for the parents at Parents In Touch day. The teachers will give the parents a flyer about the workshop and tell the parents how helpful the program will be.

The teachers will have send reminders in the Friday newsletter to the parents 2 weeks and a week before the workshop is to begin.

Parents of 4th Grade Students at Center For Inquiry

Welcome to a Learning Opportunity!

Nancy Mobley, Librarian at the
Riley Room for Young People
at the Interim Central Library of the
Indianapolis-Marion County Public Library
will be presenting a technology program
at CFI and at the Interim Central Library.

The 4th Grade classes will be assigned a
Famous Hoosier project in November.
The assignment will be due on **November 24**.

Mrs. Mobley will be showing you library and Internet resources
that will help you assist your child in completing his/her
assignment.

The workshop at the school will be November 10
at 6: 30 p.m. Babysitting will be available at the school.
The workshop at the Central Library will be Saturday, November
15 at 2:00 p.m.

Sign up for only one of the 2 workshops.

A drawing for **Prizes** will be given to parents
who attend a workshop.



The Technology Workshop is
Monday, November 10
at Center for Inquiry
at 6:30 p.m. OR
Saturday, November 15
at Interim Central Library
at 2:00 p.m.

Participants of the workshop
will be eligible for prizes.

Prizes include
4 Family Memberships to
Children's Museum
of Indianapolis,
2 tickets for
Admission to the
Children's Museum
for 1 Adult and 1 Child,
and 4 Gift Certificates
To Borders Bookstore.

Refreshments will be served.
RSVP nmoble@imcpl.org

The Role of Partners

Teachers of the elementary students will encourage parents of their students to become involved in the “Homework Help: An Introduction to Information Age Recourses for Parents.” The teachers will promote the program during Parent/Teacher Conference. They will have provided a sign-up sheet for the parents to sign to commit to attending a workshop. The teachers will make a flyer on the program and/or send a flyer home that the Librarian made with the students.

In the flyer, information will explain the program. This should entice the parents that they will get the complete information about the program and the “major” assignment that will be assigned to their student. The program will include information on what it will take to receive a good grade on the project. Handouts will be provided that the teacher will encourage the students to use so that they will be more organized.

The Teachers will clarify the assignment so that the child and parent will know what is expected from the student. Teachers will write details of the assignment that will have a clear outcome (product). Teachers will learn that the parents are capable of being good partners in the homework outcome. Parents will learn their role in the responsibility of the completion of the students’ homework and will become involved in their child’s school.

Teachers will be available to answer any question that the students or parents have of the assignment. Teachers will send out reminders in the students’ weekly folders that parts of the assignment should be completed by a given date.

The **Media Specialist** at the school will reinforce the skills with the students that were covered in the workshop and will stimulate interest in the students in search strategies on the Internet and other Information Age resources (i.e. online databases, pathfinders, Library’s Web site and others). The lessons will cover how to use keywords, how to do a Boolean Search and to write a bibliography. The Media Specialist will foster competence of search strategies and other Information literacy skills.

The **Principal** will be briefed before, during, and after the program on the progress of the program. The principal will encourage parents to attend the free program to increase their computer skills. He will gain parents that will be involved in the school and in their student’s homework.

Project Timeline and Critical Logistics

Homework Help lasted approximately four hours if the participants attended both workshops and work session. The length of each workshop was a little over one hour. There was so much material that needed to be covered in the workshop that two workshops were needed. The work session could have easily been another workshop. The work session allowed the parent and child time to search together. There were a few families that did not have a computer or computer with Internet access at home. The presenter was able to give personal attention to the parent and child at the work session.

The Gantt chart gives the project timeline. The chart enables the presenter and the partners to see what needs to be done and who needs to do what for the workshops to run smoothly.

Measurement Guidelines

Outcomes are measured by the parent taking four surveys. The first survey is just a basic survey to know the skill levels of each parent. This survey is taken at the Parent In Touch Day. This survey will let the presenter know the experiences that the parent has had with the Internet and the Indianapolis-Marion County Public Library. The presenter will then know how to tailor the workshop.

The two other surveys are a measurement of what the parent actually knows about the Internet, databases, search engines, and websites. The first will be handed to the participant when they arrive to the workshop. Enough time will be allowed for each participant to complete the survey and hand it in. The same survey will be given at the end of the second session. This survey will measure what the participant learned in the workshop. It will be in another color so the surveys will not be confused. This survey will be passed out at the end of the workshop. The parents will be allowed to enjoy the refreshments while finishing the survey.

Another survey could be given at the end of the first session. This survey will be reflective of what the parent learned that day and how comfortable he feels using the library webpage and other information resources. (I did not give this survey to the Parents in the program but I think this survey would be a good addition to keep the librarian informed with what the parents have actually gained from the program.)

Conclusion of Results

From the first survey, all the parents have used a computer and are familiar with the internet. 19% of the parents considered themselves advanced users. 38% used a computer daily. 43% used a computer occasionally. No one answered that they had never used a computer. Most had computers at home (81%). They all had library cards, but only 48% had used the library's website. Only one parent had searched the pathfinders. Only 19% had searched the online databases. Parents unusually used the library website to check their borrower's account, check the availability of library materials, renew library materials, and place holds for library materials. Only one parent did not have a public library card.

The Information Age Resource Questionnaire

This questionnaire should show that the Parents did not know the terms related to Information Age Resources. After the workshops, the parents made major progress in learning the terminology and how to improve their search strategies for better results. The parents were more at ease in using the computer for searching subjects that was needed for their child's homework.

The chart will show how much the parent knows about the library and research; the Internet and databases; and Boolean and keyword searching. (Chart 64.b) The instructor will score the questionnaire and will be prepared on how to conduct the workshop.

INFORMATION AGE RESOURCES QUESTIONNAIRE:**Answers are in Capital Letters.**Question 1. a b C dQuestion 2. a b c DQuestion 3. a b c DQuestion 4. A b cQuestion 5. a b c DQuestion 6. a b c DQuestion 7. a b CQuestion 8. A b c dQuestion 9. a b CQuestion 10. A b c dQuestion 11. a b c DQuestion 12. a b CQuestion 13. A b cQuestion 14. A b cQuestion 15. a B cQuestion 16. A b cQuestion 17. A b cQuestion 18. A b cQuestion 19. A b c dQuestion 20. a b c DQuestion 21. a b CQuestion 22. a b C

Mastery of Information Literacy

Participant: _____

Questions	Answers
Library Usage and Research: (Questions 1-7)	How many correct Answers? <input type="checkbox"/>
Knowledge of Internet and databases (Questions 8-15)	How many correct Answers? <input type="checkbox"/>
Knowledge of Boolean searching And keyword searching (Questions 16-22)	How many correct Answers? <input type="checkbox"/>

Count the correct answers.

- Your score for Library and research: 7 points - you know your way around a library
 4-6 points – you need to visit your library
 0-3 points - you need to ask a librarian for help

- Your score for Internet and Databases: 7 points - you know your way around the Net
 4-6 points – you need to learn how to use a computer
 0-3 points - you need to ask a librarian for help

- Your score for Boolean and keyword searching: 6-7 points - you are successful searcher
 3-5 points – you need to learn how to search
 0-3 points - How do you find anything

Project Resources with Budget

This program can be given with no budget or a budget with incentives for the parents to come.

The school may have a computer lab or may have laptop for the parents to use.

This program can be given at the public library where the program can be given in the computer lab.

First Option:

No monetary budget except time.

Equipment – laptops or PCs at school or library.

Second Option:

Incentive Budget

Incentives were given to entice the parents to come to the program.

Equipment---Laptops and PC at school or library

Handouts and Assignments (folders, etc.)	\$160.00
4 Family memberships to The Indianapolis Children’s Museum at \$70.00 each	\$280.00
8 admissions to the Children’s Museum 4 sets of a parent and child admissions- Adult (\$9.50) and Child (\$4.00)	\$ 54.00
Gift certificates to Borders Bookstore (\$20.00 each)	\$200.00
Snacks, napkins, cups, etc for 2 sessions	\$250.00
Babysitting for children of parents attending	<u>\$ 50.00</u>
Total	\$994.00