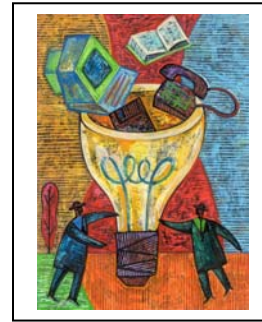


ON LINE REPLICATION KIT

Saving the Blog

2006-2007



Staci Terrell, Anderson Public Library

Shanna Bohdan, Pike High School

sterrell@and.lib.in.us

1. Description of Primary Learners: High School Senior English students

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

2. Subject/Topical Areas of Inquiry: Senior Research Paper

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

3. Library Resources/Media Formats Used: See Below

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

ON LINE REPLICATION KIT FORMAT

Saving the Blog

Program Description:

This is a seven-day experience for senior English students that begins by setting a learning context through a pretest survey of computer use and skills. Also, the survey asks some personal questions about e-mails, screen names, MySpace accounts and passwords. This is a way to grab their attention and start a discussion on Internet safety.

The experience includes teaching the students how to effectively and efficiently search online databases and use search engines through hands on experience in a computer lab with the aid of handouts and instruction from the librarian for their senior research papers. Students will gain knowledge of how to set up a blog, and use blogging safely as a tool to communicate with others.

The experience concludes with the students updating and maintaining their blog throughout the research paper process and beyond. They will share with each other by viewing and leaving comments on their classmates' blogs, resulting in the students demonstrating proficiency with the real world application of their knowledge products.

Program Benefits: This program enables learners to become proficient in using their newfound research skills to complete their papers and their new technology skills to continue blogging safely in the future.

Past participants have valued the program because it helped them by giving them confidence and the know how to research in other classes and to use these new skills in college.

The Roles the Librarian Plays:

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

**SAVING THE BLOG
LEARNING OBJECTIVES FOR PRIMARY LEARNERS**

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>The participants will understand the significance of basic computer skills that translate into becoming better students but also being able to use the web in an interesting and fun way.</p> <p>Participants will understand how to use the Web safely and responsibly.</p> <p>Participants will understand how to search online databases and the web effectively and efficiently.</p>	<p>ILS 1: Accesses information efficiently and effectively.</p> <p>ILS 3: Uses information accurately and creatively.</p>
Practices	<p>Participants will use basic computer programs to create successful school projects.</p> <p>Participants will use the web safely and responsibly.</p> <p>Participants will use the library's catalog and online resources to research.</p> <p>Participants will use skills to create a blog.</p>	<p>ILS 2: Evaluates information critically and competently.</p> <p>ILS 8: Practices ethical behavior in regard to information and information technology.</p> <p>ILS 1: Accesses information efficiently and effectively.</p>
States Of Being	<p>Participants believe they have the necessary and basic computer skills to succeed in school projects and the knowledge to find information on their own.</p> <p>Participants will value the idea of being able to use the web safely and responsibly.</p>	<p>ILS 7: Recognizes the importance of information in a democratic society.</p> <p>ILS 6: Strives for excellence in information seeking and knowledge generation.</p>

These objectives correlate with established State standards

ON LINE REPLICATION KIT

INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

	Page
1. Day 1 - Introduction	4.2
2. Day 2 - Online database Instruction	4.3
3. Day 3, 4 - Continue databases	4.4
4. Day 5 - Start the Blogs	4.5
5. Day 6 - Continue Blog Instruction	4.6
6. Day 7 - Final Evaluation	4.7

Day 1

Introductions and Pre Test

Use the activity below as a hook to spark a discussion about Internet safety with the teens and emphasize that they should never give personal information out, even e-mail addresses to adults.

This first day lasts from 15-20 minutes. Used this as an opportunity to introduce yourself and explain that you are there to help the students with the research process of the papers that they were starting.

Students complete the ***Pre-Test/Survey (5.1)***. Explain that it demonstrates how much time they spend on computers, using the internet and doing homework. The survey is also useful in determining their knowledge of various types of computer programs.

Do Not Mention that the survey is also a pretest of their Internet safety savvy, through use of personal questions, such as passwords and screen names.

As they turn the surveys back in, ask them if they answered all the questions, and why or why not. Were there some questions that they felt uncomfortable answering or knew they should not answer?

Day 2

Online Database Instruction

The location of Day 2 is a computer lab where either every student, or at least every other student, has a computer. Each computer needs Internet access, as well as access to any research databases that the school has available.

On this day you will want to hand out the ***Computer Use and Searching Checklist (5.4)***, so the students can see the skills they should be working on, if they don't already have those skills. Explain to them that as they become comfortable and proficient in each skill, they should check it off. Set a deadline for student to complete and return the checklist to you or the teacher.

Use ***Tips for Searching Databases and Search Engines (5.2)*** and ***An Inside Look at Online Databases (5.3)*** to explain the basics of online research. Give the students plenty of time to practice each new skill as you explain it. Use these handouts as a template to adapt to the databases available to the students.

Helpful Hint: If the technology is available, try and do the instruction so that you are on a pc that can either be projected onto a screen or so that you have control over the students' computers as well and do guided searches as you instruct and they follow along with their handouts.

Days 3 and 4

These days are a continuation of a day 2, so the students will need to be in a computer lab and should each have access to a computer so they can work on their research skills while researching for their papers or whatever the class assignment is for them. This extra time with you as the information expert is beneficial because it allows them time to get comfortable searching the databases while having you there to answer questions and provide guidance.

Helpful hint: These days can either be less or more depending on computer lab availability, your availability and what the teacher wants or has planned. The more time you spend with the students, the better the opportunity to develop rapport with them. The extra days are not an absolute necessity, but they may enhance the experience. However, if you only have time for a Day 3, that could work as well. However, if this is the case, make sure that you get the checklists back from them ASAP.

Day 5

This is the big day for setting up the blogs. Again, this day **MUST** take place in a computer lab with Internet access and a computer for **EVERY** student.

Again, go through the handout ***Blogging: A How To (5.5)***, step by step as the students set up their blogs and become familiar with the settings.

Helpful hint: Set up your own blog before you instruct the students on the how to of setting theirs up. It is good to run through the steps so you are sure of the potential problems and questions they may have. Also, it is a good hook for setting up the day's lesson: *show them your blog*.

Helpful Hint: Be prepared for the more advance students by finding out if the blog site you use allows advanced users to code their own pages.

Helpful Hint: If the students are not able to access e-mail at the school, then on Day 3 or 4 provide them with the URL to the blogging site and guide them through the sign up process so they can do it at home before Day 5. Make sure **EMPHASIZE** that they **MUST** do this before the next time you meet so they can be ready to set up their blogs.

Potential Pitfall: I would recommend **NOT** using learnerblogs.com. While it is an educational blog that was set up for students to use, their server is frequently slow or down. Blogger.com is very easy to use, fast and should be able to handle the volume of students accessing it all at once. Make sure the blogging site is not blocked by the school's internet filter.

Day 6

This is a continuation of blogging, which gives the students a chance to practice and/or finish anything that was not covered the day before.

This is the day you will want to go over the ***Blogging Guidelines (5.6)***, as well as the ***Blog Design Rubric (5.7)***.

Helpful hint: As with days 3 and 4, the blogging lessons may be shortened or lengthened by your preference. It is possible to get through the set up of the blog in one day just remember to hand out the aforementioned sheets on Day 5.

Day 7

When the students are done with the blogs and papers, then it is time for them to do an evaluation of what they learned and what they thought of the program.

This session only needs to take about 15-20 minutes as they fill out the ***Final Evaluation (5.8)***.

ON LINE REPLICATION KIT FORMAT

LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

TABLE OF CONTENTS

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

	Page
1. Pre-Test	5.1
2. Tips for Searching Databases and Search Engines	5.2
3. An Inside Look at Online Databases	5.3
4. Computer Use and Searching Checklist	5.4
5. Blogging: A How To	5.5
6. Blogging Guidelines	5.6
7. Blog Design Rubric	5.7
8. Final Evaluation	5.8

Day One Pre-Test/Survey

Last Name_____ First Name_____

Grade_____ Age_____ Gender M or F

Are you planning on attending college? Yes No Where?_____

Do you have a computer at home? Yes No Does it have internet access? Yes No

How many hours a week do you use the computer for homework?

None 1-2 3-4 Over 4

How many hours a week do you use the computer for play?

None 1-2 3-4 Over 4

What type of programs do you use on the computer for homework?

Circle those that apply.

Word Excel Publisher PowerPoint Other (please name):

How many hours a week do you use the Internet for homework?

None 1-2 3-4 Over 4

How many hours a week do you use the Internet for play?

None 1-2 3-4 Over 4

When you use the Internet for homework, what type of sites do you use?

Circle those that apply.

Search engines Online Databases Tutor.com Encyclopedias Other (please name):

How easy is it for you to find information online?

Very easy Somewhat easy Somewhat hard Very hard

What do you think would help you to find information easier on the internet?_____

**SCREEN 5+
LEARNERS' MATERIALS**

Do you believe that the information you find on the internet is true? Yes No
And if so, how do you decide if it is or isn't? _____

What else do use the Internet for? Circle those that apply.

Games IM'ing MySpace Blogs Chat Rooms Music Movies E-mail
Other (please name): _____

If you have a MySpace page, what is the name of the page? _____

If you do online gaming, what is the website you use most often? _____
What is your screen name? _____ Password? _____

If you IM, what is your screen name and what IM site do you use? _____

What type of e-mail account do you have? _____
What is your e-mail address? _____

Do you have your own blog? Yes No
If yes, what blog site do you use and what is the name of your blog? _____

How often do you post on it? Daily Weekly Monthly Other (please explain):

Who has access to your blog, only friends or is it a public blog that can be viewed by everyone? _____

Tips for searching Databases and Search Engines (Use on Day 2)

- Before you start, write down some words or phrases that are associated with your topic or question.
- Think of synonyms or other ways to word your phrase or topic.
- Each database and search engine is different, some will do Boolean searching (i.e.: AND, OR, NOT), others will use a + or - to represent AND or NOT and others will use quotations to group a phrase together (i.e.: "racial profiling")
- Look at the search tips for the database or search engine to see how they allow you to search and for any advice they may have to make it easier to sort and find relevant information on your topic.
- Advanced searching is a great way to narrow down the # of hits that you will get because you can limit your searches by dates of publication, certain areas of the text or record and more depending on the database or search engines.
- Stop words- these are common words that the search engine or databases won't search. (i.e.: an, and, for, to from, in, of, or, etc). Avoid stop words by either enclosing a phrase in quotation marks or omitting the stop words from the phrase.
- Remember Spelling Counts!! If you are unsure of how to spell a certain word, look it up!
- How to find trustworthy websites. It would be nice if your results from search engines turned up only trusted and respected websites. However, that does not happen and some hits may be from any Joe Schmo who wants to put their two cents in on your topic. Look for websites from well known organizations, news sites and educational websites. While, it is not a 100% true, websites that have an .edu or .org are usually pretty reputable. If in doubt about some information, see if you can find it on more than just one website and that there are facts to back up that information.

A List of Search Commands and Search Operators (Use on Day 2)

To find words in an exact sequence	Use quotation marks	"children and divorce"
To find any words starting with a specific sequence of letters	Use the asterisk symbol (*)	work*
To find any character in a word	Use the ? symbol	wom?n will find woman, women
To find words within x number of words of each other	Separate words with a "w" and a slash mark (/) and the number of words which can occur between the search terms	electoral w/10 college will find the words "electoral" and "college" within 10 words of each other

Boolean Operators

Boolean operators -- AND, OR and NOT -- are used to establish relationships between key words and keyword phrases. These operators can be used to expand or narrow a search and must be typed in ALL CAPS.

- The **AND** operator locates articles that contain all of the key words or phrases.
 - *Example:* A query such as **children AND computers** returns articles that contain both key words.
- The **OR** operator locates articles that contain at least one of the key words or phrases.
 - *Example:* A query such as **hurricane OR tornado** returns articles that contain one or both key words.
- The **NOT** operator eliminates articles that contain certain key words or phrases.
 - *Examples:* A query such as **basketball NOT college** returns articles that contain the word basketball but not the word college.
 - **California AND earthquake NOT "San Francisco"** returns articles that contain the words California and earthquake but not the phrase San Francisco. This is an example of how to locate references to the various earthquakes in California, excluding those in San Francisco.
- Use **AND and OR together** to expand your search. AND has a higher precedence than OR, so you must enclose the OR words in parentheses.
 - *Example:* **health AND (kids OR children)** returns articles that contain the words health and kids, or health and children.
- Use **NOT and OR together** to limit your search. NOT has a higher precedence than OR so a search using NOT and OR, produces results as described below.
 - *Example:* **(dog NOT cat) OR puppy** returns articles that contain the word dog but not the word cat, or that contain the word puppy.

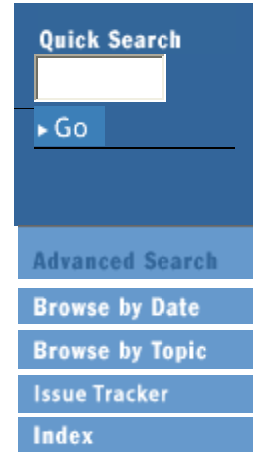
An inside look at online databases, ASK.com and IMCPL
(Use on Day 2)

CQ Researcher

In CQ Researcher, there are a few ways to search and those are in the left column on the page. Here is what you will see:

Quick Search:

It is easy to use the Quick Search, type in your search term and click on Go. This will get the most results but NOT always the most relevant ones!



Advanced Search:

If you want to get into specifics, then this is where you should go. The Advanced Search option allows you to do the following:

- ✗ Topic, title or keyword
- ✗ Select certain dates to limit your findings
- ✗ Certain sections of the report (i.e.: Overview or Outlook)

Browse by topic:

If you want to get an idea of what type of topics exist within the CQ Researcher database, then this is good place to start.

Issue Tracker:

The Issue Tracker is similar to the topics area but broken down even further and is something that the CQ Researcher database has tracked for awhile.

Once you find an article that you want to look at further, just click on the title. It will take you to the article and the great thing is that it is broken up into sections that may be helpful to different areas of your research paper, such as Outlook or Background information.

Civil Liberties in Wartime

Full Report | Abstract | Overview | Background |
Current Situation | Outlook | **Special Focus**
Chronology | **Pro/Con** | Bibliography | **Next Step** |
Contacts | Footnotes

Sections highlighted in purple contain your keyword.

Opposing Viewpoints

Page 5.3.1

Enter your search term(s): **Racial profiling** Search by Subject

In the Opposing Viewpoints database, it will look like this at the top of your results page. The database has broken its results into categories for you and based on what you want. This is helpful if you are looking for opinion pieces in Viewpoints or want websites.

SIRS Researcher

Search by:

Subject Headings "racial profiling"

Keyword/Natural Language Sort by: relevance date

In the SIRS Researcher database, you will find that it also breaks the results down into sections, such as magazines and viewpoints.

64 All Articles	41 Newspapers	14 Magazines	14 Viewpoints	0 Reference	2 Graphics
---------------------------	---	--	---	---------------------------------------	--------------------------------------

Another helpful hint about this database is that if you look at the results that are listed, not only does it summarize the article for you but it also list descriptors of other search terms that could also be helpful in your search.

[U.S. Muslims Say Terror Fears Hamper Their Right to Travel](#)

New York Times (New York, NY) June 1, 2006; Lexile Score: 1120; 10K, SIRS Researcher

Summary: "Getting through United States airports and border crossings has grown more difficult for everyone since the terrorist attacks of Sept. 11 [2001]. But Muslim Americans say they are having a harder time than most, sometimes facing an intimidating maze of barriers, if not outright discrimination. Advocacy groups have taken to labeling their predicament 'traveling while Muslim,' and accuse the government of ignoring a serious erosion of civil rights." (*New York Times*) This article highlights how American Muslims face intense scrutiny when traveling, often getting profiled solely because of their appearance or names.

Descriptors: [Racial profiling](#), [American Civil Liberties Union](#), [Muslims, U.S.](#), [U.S. Transportation Security Adm.](#), [U.S. Dept. of Homeland Security](#), [Muslims, Attitudes](#), [Travel](#)

ASK.com

This is a great search engine to use because after you type in a phrase to search, it will make suggestions of ways to narrow down your search or related searches. Here is an example of a search on ASK.com:

"racial profiling" airports

Narrow Your Search

[Racial Profiling Terrorists](#) [Stats on Racial Profiling](#) [Racial Profiling, Muslim](#)
[Racial Profiling of Arabs](#) [Racial Profiling Statistics](#) [Definition of Racial Profiling](#)
[History on Racial Profiling](#) [Racial Profiling Facts](#)

See how it gives suggestions that you might want to try.

It also allows previewing of some websites before you go to them by scrolling over the pair of binoculars, as you see in the example below:

[CNN.com - Airlines, passengers confront racial profiling - October ...](#)
 Arab-American complaints against **racial profiling** on commercial carriers have increased since the September 11 hijacking attacks on the World ...
 www.cnn.com/2001/TRAVEL/NEWS/10/03/rec.airlines.profiling/index.h... · [Cached](#) · [Save](#)

ASK.com also has an Advanced Search option where you can search by the following:

all of the words	<input type="text"/>
the exact phrase	<input type="text" value="racial profiling"/>
at least one of the words	<input type="text"/>
none of the words	<input type="text"/>
Page modified	<input type="text" value="Last 6 months"/> ▼
Domain	<input type="text" value=".org"/>

These options allow you to search by placement of words, domain sites (i.e.: .edu or .org) and also by when the website was last updated. These all may help you to find not only more relevant information but also information that is more up to date.

IMCPL catalog

It is important to have a variety of resources, including books. IMCPL and the High School Library are great places to start, so being able to search a catalog is a valuable tool.

Here is an example of what would come up if you searched under an alphabetical subject browse.

The screenshot shows the search interface with three tabs: 'Alphabetical' (selected), 'Keyword', and 'Advanced'. Below the tabs is a search area with a 'Search:' label, a dropdown menu set to 'Subject Browse', a text input field containing 'racial profiling', a red arrow button, and a 'Refine Search' link.

Racial profiling in law enforcement	4
Racial profiling in law enforcement -- Illinois -- Chicago.	1
Racial profiling in law enforcement -- United States.	12
Racial profiling in law enforcement -- United States -- Case studies.	1

There are keyword and advanced keyword searches also available. In both, it allows you to select the following to further limit your options:

Format	Location	Language
All Children's Collections	All Library Branches	English
Audiocassettes	Brightwood Branch	Albanian
Books	College Avenue Branch	Arabic
Compact Discs	Decatur Branch	Bengali
DVDs	Eagle Branch	Chinese

If you want only books that are in English that are at the Eagle Branch, just highlight each of those options and then click on Go and it will return results based on those factors to you.

The most important thing to remember when searching the IMCPL catalog is to go into the record of the item and look at the Copy/Holding Information to see if it checked in and at the branch you want to use.

Computer Use and Searching Checklist
(Use on Day 2)

Name _____ Class Period _____

Computer Use and Searching Checklist

1. _____ I am able to locate the online databases that IMCPL has on their site.
2. _____ I am able to locate the online databases that are available at my high school.
3. _____ I am able to search the online databases effectively by using search strategies, such as key word terms.
4. _____ I am able to discern what are valuable and effective websites and what are not.
5. _____ I am able to locate the IMCPL Catalog online.
6. _____ I am able search the IMCPL catalog and also search for materials at my school library.
7. _____ I am able to physically find materials on the shelves at an IMCPL branch or my school library based on the call number of the material.
8. _____ I am able to discern whether the print material from IMCPL is checked in or not at my local branch.



Blogging: A How To

(Use on Day 5)

We will be using blogger.com for this project, which is a blogsite created for and used by high school students.

Creating and using your blog: a step by step process

1. Go to <http://www.blogger.com>
2. Sign in with your user name and password.
3. Dashboard or Welcome page
 - a. This is your general page. On the top of the page you will see the following categories that you may choose to look at:

Dashboard Write Manage Blogroll Presentation Plugins Users Options

Each of these categories will have sections displayed on the top of the page that you may also choose from.

4. Users
 - a. Click on Your Profile.
 - i. Updating Password. Scroll down to the bottom of the page to where it says Update your Password. Type in a new password and update profile
5. Options
 - a. General section
 - i. Tagline. This enables you to write a descriptive line about the blog.
 - ii. Search Engines line. This option links your blog to search engines, so it can be accessed through searches.
 - iii. Membership line. Check that box because it only allows registered and logged in member to leave comments.
 - b. Reading Section. This section reflects how many posts are shown before they are archived.
 - c. Discussion Section. These settings deal with e-mailing and moderating comments.

- i. E-mail option. This option will e-mail you based on what you choose. Check the box for when a comment is held for moderation.
 - ii. Comment option. Check the last two boxes, so that the person who leaves comments must provide certain criteria.
6. *Blogroll Section.* This section allows you to set up links to other blogs and websites.
 - a. Add Link option. Type in the URL that you want to add.
(i.e.: <http://www.imcpl.org>)
7. *Manage Section.*
 - a. Categories option. To add categories that you can place posts in, use this option. Type in Miscellaneous and then click on add category.
 - b. Awaiting Moderation. If there are comments that must be approved before they are posted on your blog, this is where you would go to check on them.
8. *Presentation section.* This section is where you can choose the overall look or theme of your blog.
9. *Write section.* This is the section you will choose to write and post your blog entries.
 - a. Write Post option. This is where you can type what you want to post. It is like a word document in that you can change the font, font size, font color, underline, background color and etc. There is even a spell check option! You can upload any files or pictures.
 - b. Discussion option. This will allow you to decide if you want to allow viewers to post comments. Leave it checked.
 - c. Password option. This allows you to give a password and the only way to view the post is if someone has the password that you typed.
 - d. Post status option. This allows you to set whether this is a published, draft or private post. If set it on publish, it automatically posts it as soon as you save it. Draft means that you must save and then elect publish. Private means it is only a post that you can read. Let's leave it on draft.
 - e. Post timestamp and post author. These are automatically selected. To change either, do so here.

Blogging Guidelines (Use on Day 6)

There are 12 entries for your blog and for each entry, you have been given questions to answer and write about. There are no right or wrong answers, the key is just to give some thought to what you write about and actually experience the blogging process.

- 1st Blog entry* Write a little about yourself. For example, what are your favorite foods, sports, music, movies and etc? Also what are your plans after graduation this year?
- 2nd Blog entry* What is your research topic and question? How or why did you choose both?
- 3rd Blog entry* What are your general thoughts on the research process? Have the search tips and instruction been helpful? Have you been able to find relevant and reliable information by using the tips and search strategies? Why or why not?
- 4th Blog entry* What is something surprising or interesting about your topic that you discovered as you were reading the articles for your paper?
- 5th Blog entry* Free choice blogging entry.
- 6th Blog entry* Now that you have both the databases and search engines, which do you prefer to use? Where did you find more relevant information?
- 7th Blog entry* What is your thesis statement? As you did your research, what made you decide to focus on this aspect of your topic?
- 8th Blog entry* What have you learned about writing a research paper? How has the process been?
- 9th Blog entry* Free choice blogging entry.
- 10th Blog entry* Why do you think it is important to document all of your sources and to make sure you bibliography is done correctly? What are your thoughts on plagiarism?
- 11th Blog entry* How are you feeling about the research paper? Is it almost done? Do you have any last minute frustrations? Why or why not?
- 12th Blog entry* What are your final thoughts on this experience? What have you liked or disliked about keeping a blog?

Name _____ Class Period _____

Blog Design Rubric (Use on Day 6)

CATEGORY	3	2	1	0
Background	Background is exceptionally attractive and does not detract from readability.	Background is attractive and does not detract from readability.	Background detracts somewhat from the readability.	Background detracts a great deal from the readability of the site
Color Choices	Colors of background, fonts, unvisited and visited links form a pleasing palette and do not detract from the content.	Colors of background, fonts, unvisited and visited links do not detract from the content.	Colors of background, fonts, unvisited and visited links are somewhat distracting and slightly hard to read.	Colors of background, fonts, unvisited and visited links make the content very hard to read or are very distracting to the reader.
Interest	The author has made an exceptional attempt to make the content of this blog site interesting to the people for whom it is intended.	The author has tried to make the content of this blog site interesting to the people for whom it is intended.	The author has put lots of information in the blog site but there is little evidence that the person tried to present the information in an interesting way.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience
Fonts	The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent, easy to read and point size varies appropriately for headings and text.	The fonts are consistent and point size varies appropriately for headings and text.	A wide variety of fonts, styles and point sizes was used.
Layout	The blog has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The blog has an attractive and usable layout. It is easy to locate all important elements.	The blog has a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The blog is cluttered looking or confusing. It is often difficult to locate important elements.
Updating	The author of the blog has completed 10-12 blog entries.	The author has completed 6-9 blog entries.	The author has completed 2-5 blog entries.	The author has only completed one entry or none at all.

Final Evaluation (Use on Day 7)

5.8

Name _____ Class Period _____

What did you enjoy or not enjoy most about this project?

What could have been done differently?

Do you feel more comfortable searching the Internet and finding reliable sources?
Why or why not?

Do you think that by learning how to use the Internet more effectively it will help
you in college or in life after high school and in what way?

What was the best aspect about learning to use the online databases? Do you
think that learning how to use them will help you in college or in life after high
school and in what way?

Will you continue to use your blog?

Did you enjoy learning how to blog? Why or why not?

What are your general thoughts on blogs and blogging?

ON LINE REPLICATION KIT FORMAT

LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

TABLE OF CONTENTS

Library Resources contains these components, in order of use:

	Page
1. The Librarian's Role in the Program	6.1
2. Library Space	6.2
3. Library Equipment	6.3

Librarian's expertise.

- ◆ The librarian will provide knowledge on blogging and responsible use of the World Wide Web.
- ◆ The librarian will also find a teacher partner with for the project.
- ◆ The librarian will start a blog and maintain to use as a reference for the students.
- ◆ The librarian will gather all the materials that will be used in class as well as other equipment and resources.
- ◆ The librarian will also show how to use the online databases of the library and how it to search them in the most effective and efficient manner.
- ◆ The librarian will demonstrate to the partner teacher and institution and most importantly the students how the library and librarians are an important and necessary asset of the community.

Space

This program takes place in the high school classroom, school library media center and/or computer lab.

Classroom setting – Student desks should face a white board or screen, where the media projector will be displayed.

Library Media Center – It is ideal if there is a computer lab in the LMC. The computers must have internet access and should be close to each other to allow the facilitator to move around to assist students.

Plan to visit the site ahead of time with your partner to see all locations, and to determine the best layout for the program.

Technology and production equipment.

- ◆ One computer per student for the lab portion of the program. The computers will be used for a variety of tasks, including typing, searching research databases on the Internet and creating the blogs.

- ◆ Laptop for the presenter to take into the class for the first day of project, a media projector and screen.

ON LINE REPLICATION KIT FORMAT

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

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
4. Measurement Guidelines	7.3
5. Project Resources with Budget	7.4

**SCREEN 7+
LIBRARY RESOURCES**

Project Timeline

#	Memo	Activity List	Activity Owner		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	FUTURE
			LEL	Partner	Month	Month	Month	Month	Month	Month	Month	Month		
			Team	Team	1	2	3	4	5	1	2	3	4	
1		Contact Media Specialist at High School re: potential partners	X			X X								
2		Contact potentials partners	X			XX								
3		Set up meetings to explain LE project with potential partners	X	X			XX							
4		Start and maintain blog	X				X							
5		Finish framework and research plan	X		X X	XXX								
6		Confirm partner and contact/meet their administrator if necessary	X	X				XX						
7		Work with partner on unit and expectations of students	X	X				XXX						
8		Based on lesson, gather up handouts or modify if necessary	X	X					XXX					
9		Have partner confirm dates and reserve computer lab		X						X				
10		Coordinate schedule w/manager if needed	X							XX				
11		Ready, set, research & blog!	X	X							XXXXXXXXXX			
		Staffing:												IN-KIND
		Space:												IN-KIND
		Equipment:												IN-KIND
		Collections:												IN-KIND
		Food/Transit/ Materials/Supplies:												IN-KIND
		Administration/Other:												

Partner Profile and Roles

- ◆ The ideal partner would be a teacher who teaches either English or Social Studies.
- ◆ They should be committed and not afraid to using new technology classroom.
- ◆ They should also be dedicated to their students and interested in seeing them succeed both inside and outside the classroom.
- ◆ They would be ready to help me integrate blogging into one of their classroom units.
- ◆ They should also be able to provide in depth instruction on the topic and also be able to evaluate the skills of the students.

Measurement Guidelines

Measuring Learning: How will you measure the learning outcomes?

In understanding new concepts.- Pre and post surveys.

In using new practices - Self and expert evaluations, as well as pre and post surveys. The Blog Design Rubric is used to evaluate blog construction.

In achieving new states of being - The blog serves as a journal of their experiences and allows them to reflect.

Measuring Pragmatic Results: How will you link your program to existing institutional standards and measures?

Links to your institutional measures - The project will be designed to meet several of the Information Literacy Standards from the Indiana Department of Education as they tie into either the academic standards for a social studies or English class.

Links to your partner's institutional measure - This project will be designed to fit into a partner's unit on a particular topic. And can thusly be measured by rubrics that they have set as they would any project.

Project Resources and Budget

This project is fairly cost effective. It can be done primarily with materials on hand. There are many free blogging services and as stated in a previous section, I recommend Blogger.com for ease of use. I was able to print all handouts in house but have included the cost per student based on the handouts they each need, assuming copies are \$.10 per page.

Cost per student: \$1.40

A total of 14 pages per students for handouts

The most expensive part will be you and your partner's time and the sweat equity that is put into the project, but it is well worth it!