

Web 2.0 & Collaborative Research 12

District Name: Kamloops/Thompson

District Number: 73

Developed by: Cecile McVittie

Date Developed: January 2011

School Name: Sa-Hali Secondary School

Principal's Name: Richard Kienlein

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Web 2.0 & Collaborative Research 12

Grade Level of Course: Grade 11 and 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisites: English 10, Social Studies 10.

Special Training, Facilities or Equipment Required:

Diploma or Masters degree in Teacher Librarianship or extensive experience working with Web 2.0 tools and Guided Inquiry strategies. Facilities should include access to computers ó either laptop, tablet or hard-wired. Necessary equipment: computers (laptop or lab), digital video camera (1), digital camera (1), microphone/headsets for podcasting (5), Webcams (built-in to laptops or portable), access to digital projector/screen, tablet computers (3 ó 10 if possible), Interactive White Board.

Course Synopsis: The first 6 weeks of the course will focus on persuasion in writing and text. We will focus on examining the pros and cons of social networks like Facebook, Twitter and YouTube. Time will also be spent on the concept of *digital*

footprints and the personal/social effects of social networks. Students will work with both digital and print reference materials, particularly journals and databases (Ebscohost and GaleCengage.), and will also access blog postings from leading educational technology writers.

During the final part of the course, students will participate in Literature Circles using both fiction and non-fiction to examine issues facing Africa (genocide, imperialism, AIDS). Africa has been chosen as a topical region because it is not covered in depth in any curricular area, however, other regions of the world (Asia, South America, Central America) would be equally appropriate if literature resources can be gathered which will allow for discussion of how issues affect individuals. The region chosen would also need to have aid agencies which could be partnered with for a social justice-type project. The primary goal is to assist each student in developing a personal learning network around individually developed essential research questions. (The following video and podcast are excellent starting points for thinking about constructivist models of learning and personal learning networks.)

<http://www.youtube.com/watch?v=XwM4ieFOotA&eurl=http://infolitlib20.bl> and http://edtechtalk.com/21cl_95

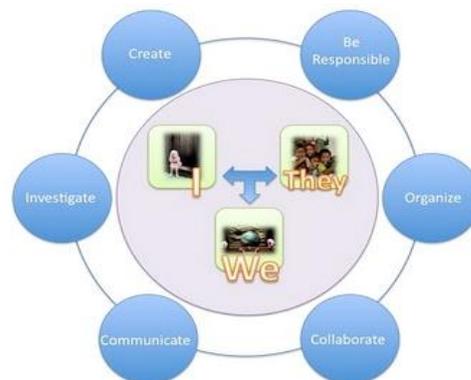
Rationale: While many courses at the secondary level offer some outcomes included in this course, none of them currently offer the intensive instruction in and the practice of research, as it is required at the post-secondary level and in many careers of the 21st Century. Information literacy and the ability to use information technologies to share ideas and problem solve have been identified by the Premier's Council on Technology as essential education for students of this century. Currently, no courses directly bring together research, technology and collaborative work as recommended by experts in education reform. The ultimate goal of this course is to give students an opportunity to learn and practice the key skills and thinking processes necessary to solve problems as a group, as well as use higher order thinking skills to question, plan, gather information, synthesize, analyze, and then create presentations. By focusing on a large region of the world with specific problems students can practice and develop the skills and thought processes necessary for solving problems that may face them in further schooling and work, as well as personally. Most importantly, students will have time to reflect and evaluate in order to determine what more may need to be done, if anything.

http://www.gov.bc.ca/premier/attachments/PTC_vision%20for_education.pdf

Organizational Structure:

A. Objectives:

1. Students will develop personal learning networks.
2. Students will think critically about personally developed, essential questions.
3. Students will evaluate information for authority, validity, relevance and currency.



4. Students will gather and organize information in a personally meaningful and effective manner.
5. Students will create presentations in visual, written and auditory formats using a variety of digital technologies and applications.
6. Students will work with peers and the wider community while researching about a personally developed topic.
7. Students will evaluate their personal growth (affectively and academically), their peers' efforts and products and their own products.

B. Learning Outcomes:

It is expected that students will:

1. Create and write a blog documenting their personal learning, feelings and tracking the resources that they are using for research.
2. Identify the components of a digital footprint and the impact of a digital footprint on personal well-being and development.
3. Write a persuasive essay about the positive or negative impact of social networks.
4. Practice safe use of the internet.
5. Demonstrate ethical use of information and images
6. Identify key social issues impacting Africa.
7. Review and discuss fiction and non-fiction related to social issues in Africa using Literature Circles.
8. Participate in developing and maintaining a class wiki.
9. Develop an essential question for research purposes.
10. Use Cornell Notes as a method of reflecting on research.
11. Analyze information for relevance and accuracy.
12. Differentiate between peer reviewed, authoritative articles and periodical articles.
13. Synthesize information to determine possible solutions to social issues facing Africa.
14. Select and implement a socially responsible activity that relates to research on social issues facing Africa.
15. Create a multi-media presentation on a specific social issue facing Africa which includes analysis, history and possible solutions.
16. Discuss strengths, weaknesses and problems faced during the inquiry process with peers.
17. Complete peer and personal evaluations regarding process and product.

Links between the Information Literacy Continuum 7-12 (SD#73) & other courses:

See Appendix for specific Information Literacy Outcomes.

A. Focus, Question, Plan: Communications 12

B. Find & Filter: English 11, Communications 11, Civic Studies 11, Communications 12, English First Peoples 12, English 12

- C. **Work with Information:** Communications 11, English 11, Civic Studies 11, Social Studies 11, Economics 12, Entrepreneurship 12, English 12, English 12 First Peoples, BC First Nations 12, Comparative Civilizations 12, Geography 12, History 12, Social Justice 12
- D. **Create & Share:** English 11, Social Studies 11, English 12
- E. **Reflect & Evaluate:** English 12.

Time Allotment: Part 1: Persuasive writing and ethical use of information: 35 hours

Part 2: Guided Inquiry project: 85 hours

Instructional Component:

This course is based on a constructivist model, and will also include:

- direct instruction
- small group work
- independent work
- tutorials
- work within a variety of Web 2.0 tools
- Multimedia presentations

Assessment Component: Student evaluation is based on the student meeting the learning outcomes, and will be done on an on-going basis including regular self-assessment by the students. Both assessment **of** and **for** learning will be employed by the teacher with an emphasis on **formative assessment** throughout the course and during the activities. **Summative assessment** will also occur at mid-semester and at the end of the course to determine the students' learning at that point in time. A variety of assessment methods to fit the unique learning outcomes and performance nature of this course are used and may include:

- Teacher observations
- Note-taking samples
- Works cited pages
- weblogs/journals rubrics
- Essay
- Presentations using Web 2.0 tools
- Projects
- Reviews and summaries of articles and speakers
- Demonstrations of practical skills: eg. Podcasting set-up, screen-casting, setting up for Skype interview.
- Self assessments
- Peer assessments

1.) **Affective Domain:** 25%

The affective domain is evaluated daily on the student's level of participation, involvement, and skill level. The following criteria will be considered:

- On task behaviour/responsible behaviour
- Enjoyment, interest, positive attitude
- Level of participation or involvement---completes assigned work, participates in discussion, actively engaged in activity.
- Presentation Skills ó clarity
- Cooperation---volunteers for special tasks, enjoys helping others
- Leadership---shows concern for the welfare of others
- Displays safety conscious attitude during all activities

2.) **Cognitive Domain:** 75%

The cognitive domain will assess understanding in the theoretical and practical aspects of the course curriculum. Students will be required to keep a blog of their affective and cognitive learning, as well linking to resources, readings and other materials they found useful. Students are also required to contribute to a class wiki about their progress, tools they wish to share with others, questions they may need help with and other reflections about the course.

- Blog 20%
- Persuasive Essay 25%
- Literature Circle 10%
- Presentation 35%
- Project work 10%

Learning Resources:

BCTLA's 5 Points of Inquiry

Alberta Ministry of Education's Focus on Inquiry

Reality Check! (An online information literacy course)

School District #73 Information Literacy Continuum 7-12

[Will Richardson's Webblog-ed Blog](#)

Novels & Non-fiction for Lit Circles

[The Garbage King](#)

[Burn My Heart](#)

[Chain of Fire](#)

[Journey to Johannesburg: A South African story](#)

[Chanda's Wars](#)

[Secrets in the fire](#)

[They poured fire on us from the sky](#)

[Shake Hands with the Devil: the failure of Humanity in Rwanda](#)

[Unbowed: A memoir](#)

[The Bite of the Mango](#)

[A Long Way Gone: Memoirs of a Boy Soldier](#)

[Genocide in Darfur](#)

[Muammar Al-Qaddafi's Libya](#)

[Sudan: Crossroads of a Continent in Conflict](#)

[Race Against Time](#)

Documentary: [God Grew Tired of Us](#)

Digital resources collected from the United Nations, Youtube, TED talks, podcasts, Slideshare, Flickr, Free the Children Foundation, Prezi and other appropriate sites.

Information Literacy Continuum (SD#73) 7-12 Outcomes

Grade 12	1. Focus, Question, Plan
Through planned, age-appropriate learning activities the student will...	
■	research using a given purpose or topic
■	use questions to guide research
■	distinguish between questions and statements
■	brainstorm for prior knowledge and vocabulary to explore thoughts and feelings and to develop questions
■	use graphic organizers to organize questions
■	identify the audience
■	determine a format for a given end product
■	help develop criteria for assessment
■	use a time management plan to meet deadlines
■	narrow and broaden focus as necessary
● – introduced ▲ – guided ■ - reinforced	

Grade 12	2. Find and Filter
Through planned, age-appropriate learning activities the student will...	
■	recognize that libraries have specific physical arrangements
■	understand that easy and fiction books are organized alphabetically by the author's last name and are shelved from left to right
■	locate and select easy books by the first letter of the author's last name
■	understand location of fiction and information books
■	select sources using front and back cover information (title, author, illustrator) and spine labels
■	select appropriate reading materials (Five Finger Rule, etc.)
■	recognize when the primary question can be answered with the resources gathered
■	differentiate whether content is fact or fiction
■	use pre-selected websites and other multimedia (pictures, audiovisual materials, graphs, etc.) to gather information
■	use the OPAC to search by author, title, subject, keyword, series
■	use dictionaries and encyclopaedias
■	use several sources for comparative purposes
■	recognize that information books are organized numerically according to the Dewey Decimal Classification System
■	use call number to locate and select sources
■	use table of contents and index to locate information
■	understand and comply with acceptable and ethical use of information policies
■	establish currency and authority of information sources
■	use subject directories and search engines on the Internet
■	distinguish the characteristics and uses of primary sources (surveys, e-mails, interviews, fiction, autobiographies, etc.); secondary sources (encyclopedias, non-fiction books, magazines, dictionaries, biographies, atlases, etc.); tertiary sources (statistics, fact books, etc.)
■	use Boolean operators to narrow or broaden search (and, or, not, "", *, etc.)
■	locate and retrieve information from databases
<p style="text-align: center;">● – introduced ▲ – guided ■ - reinforced</p>	

Grade 12	3. Work With Information
Through planned, age-appropriate learning activities the student will...	
■	identify and explore subtopics
■	connect new ideas to prior knowledge
■	learn strategies for taking and organizing notes
■	identify main ideas using key words
■	ask questions to enhance comprehension
■	use appropriate vocabulary related to topics
■	revisit and refine assessment criteria
■	restate information in own words (paraphrase)
■	decide if sufficient relevant information has been gathered
■	maintain a bibliography / works cited list
■	use text features to locate information within a source (headings, sub-headings, captions, bold/highlighted/italicized words, glossary, hyperlinks, etc.)
■	compare and evaluate information from different sources
■	identify bias in selected information
■	defend a position or hypothesis on issues
■	use data to make connections and synthesize information
■	recognize how media can influence social attitudes, self-perceptions and lifestyle
■	identify and explain how what is read, heard, or viewed can transform personal ideas, values and beliefs
■	develop a thesis statement using generalizations and inferences supported by factual details and examples
■	connect events and their causes, consequences and implications
● – introduced ▲ – guided ■ - reinforced	

Grade 12	4. Create and Share
Through planned, age-appropriate learning activities the student will...	
■	identify the audience
■	revisit and refine assessment criteria
■	decide on an appropriate presentation format
■	present information in an ethical manner
■	explain and discuss ideas and concepts
■	prepare drafts using notes and graphic organizers
■	use subject-specific words and phrases
■	revise and edit for meaning, content, organization, and writing conventions
● – introduced ▲ – guided ■ - reinforced	

Grade 12	5. Reflect and Evaluate
Through planned, age-appropriate learning activities the student will...	
■	reflect about the research process with peers and teachers
■	complete self-evaluation based on assessment criteria
■	identify areas for future improvement
■	draw conclusions based on research findings
■	develop concept of peer evaluation by giving and receiving feedback
● – introduced ▲ – guided ■ - reinforced	