Create an Internet Project that ...

R ight problem

O utline of process

C ollection of resources

K nowledge application

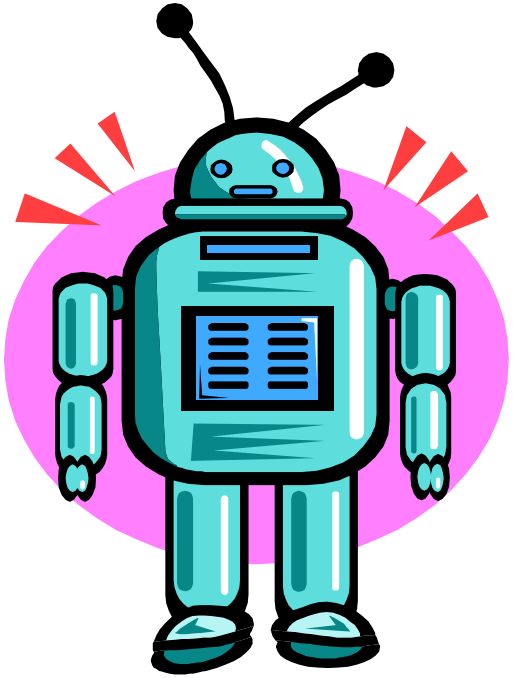
S coring of project

Why use the Internet?

- Current information
- Multi-media information
- Collaborate with others
- Individual pace
- Variety of sources and viewpoints
- Access 24/7

To effectively use the Internet with students, there needs to be a change in teaching and learning

- Constructivist model
- Teacher as guide/consultant
- Longer projects
- Cooperative projects
- “Copy proof” projects
- More than just collection of knowledge

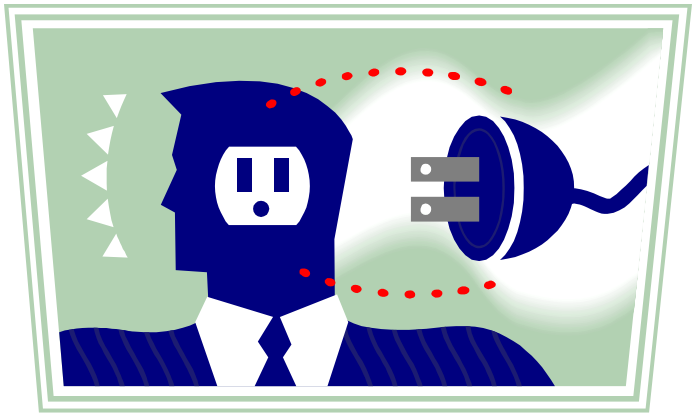


Current Dilemmas

- Worksheet style
- Treasure or scavenger hunt assignments
- Summary or encyclopedia writing
- 38% of undergraduate students admitted to “copy & paste”(Rimer, 2003)
- Old plagiarism vs. new plagiarism (McKenzie, 1998)

Match the Problem to the Purpose

- Introduction
- Background building
- Making connections to the subject
- Engage higher-level thinking about the subject



Three Story Intellects

- There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors with no aim beyond their facts are one-story men. Two-story men compare reason and generalize, using labors of the fact collectors as well as their own. Three-story men idealize, imagine, and predict. Their best illuminations come from above through the skylight. - *Oliver Wendell Holmes*

1, 2 and 3 Story Assignments

Become a cell. You choose the type (plant, human etc). Write a diary in the voice of a cell from birth to death.

Explain the life process of a cell.

Build a model of a cell.

Bloom's Taxonomy

Knowledge

Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

Comprehension

Key words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Analysis

Keywords: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Application

Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Synthesize

Keywords: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Evaluation

Keywords: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Try creating a real-life problem

use demonstrate apply

construct analysis categorize

compare separate contrast

create invent develop judge

review justify recommend

critique interpret

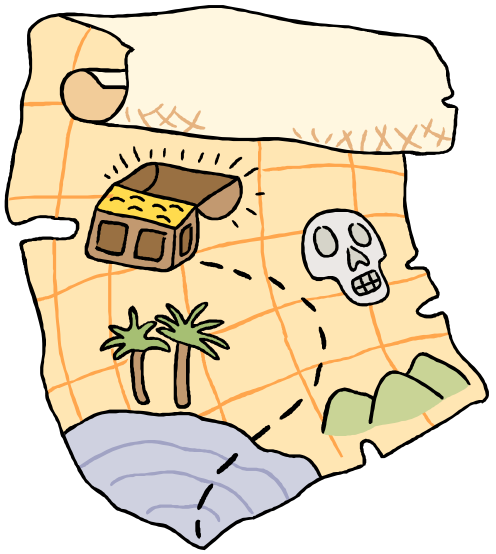
compose combine support

formulate select argue

organize appraise dramatize

Outline of Process

- **What will it take to get the project done?**
  - Knowledge building
  - Collaboration
  - Creation of a product
  - Writing process

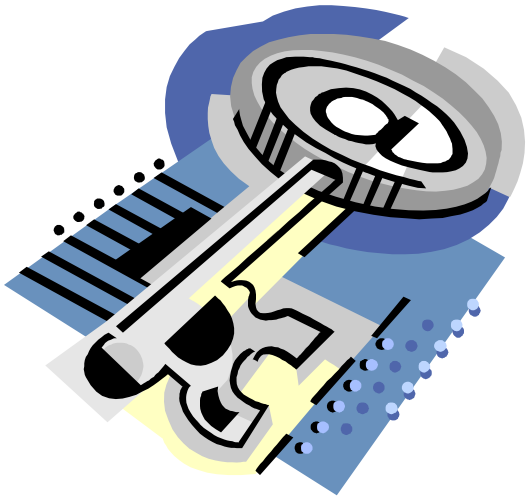


Collection of Resources

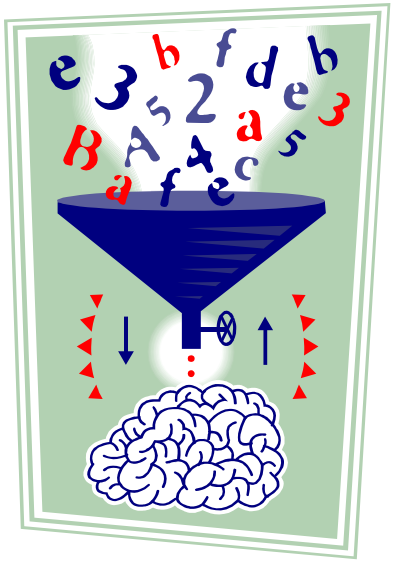
- Overload
  - “Getting information off of the Internet is like taking a drink from a fire hydrant.” - Mitch Kapor
- Unreliable
  - "When I took office, only high energy physicists had ever heard of what is called the Worldwide Web.... Now even my cat has its own page." - Pres. Clinton

How to gather resources

- Learn to use search engines effectively
- Get to know your information specialist, libarian or computer teacher
- Read Connected Newletter by Classroom Connect
- Check out Kathy Schrock
- Use MarcoPolo

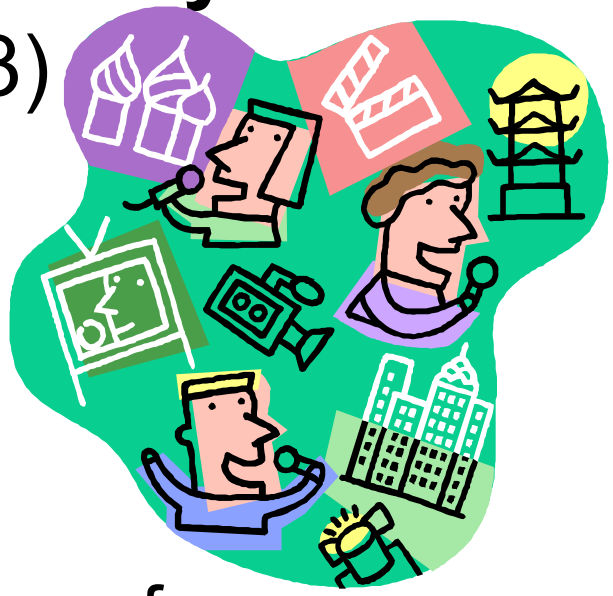


Knowledge Application



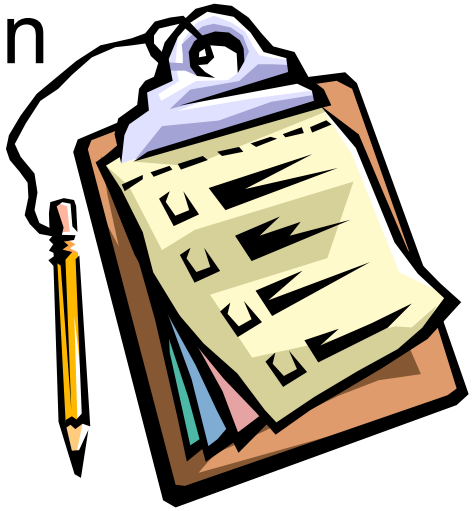
- **Is the project content driven?**
  - Does it meet your school's standards/benchmarks?
  - Do students learn content while completing the project?
  - Is the knowledge gained worth the time given?
  - Are there cross-curricular possibilities?
  - How likely is "cut and paste"?

- **Does it engage in 21st Century Skills?** (Partnership…2003)
  - Stress the core subjects
  - Emphasize learning skills
  - Real world context
  - Global awareness
  - Use technology as a tool - one of many
  - Encourage problem solving
  - Help students become fluent information users



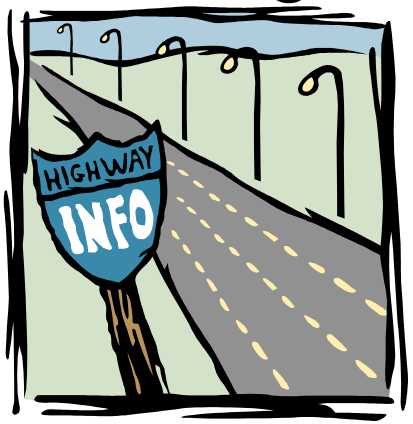
Scoring the Project - Assessment

- Multiple sources of information
  - Process
  - Collaborative skills
  - Product
- Style
  - Checklists - Project Based Learning
  - Rubrics - Rubistar
  - Conferences
  - Self-reflection



Resources for Creating the Project

- **Word** - type it with hyperlinks
- **Filamentality** - online web project design
  - 5 choices of styles - hotlist, treasure hunt, scrapbook, subject sampler and webquest
- **The WebQuest Page** by Bernie Dodge - higher level thinking required



Conclusion

"Our doctors don't treat patients using 19th-century medicines, and our teachers shouldn't educate students using 19th-century learning models...Today's students need to demonstrate knowledge of core subjects such as reading, math, and science—but they also must learn additional skills, including critical thinking, decision making, problem solving and communication, and the ability to adapt to a changing world."

The Partnership for 21st Century Skills