

3.9

## USE OF RESOURCES AND TECHNOLOGY

**3.9.1 USE OF RESOURCES AND TECHNOLOGY**  
(Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Use of resources and technology	<ul style="list-style-type: none"><li>• Resources used for content learning, individual interests, independent reading, shared reading</li><li>• Circulation is steady throughout the day and exceeds one book per child per week</li><li>• Wide range of technology for research and production available and used by students and teachers (e.g., computers, digital camera, scanner, copier)</li></ul>		

### 3.9.2 SCAFFOLDING THE USE OF RESOURCES AND TECHNOLOGY

Librarians can take advantage of a number of opportunities to support students' effective use of resources (print, media, and electronic) by providing a framework for, or scaffolding, the experience.

#### PATHFINDERS

Pathfinders are created by the librarian to walk students through stages of the inquiry process and facilitate their access to high-quality resources for specific units of study. A pathfinder may include the unit's essential question, key search terms, relevant Dewey ranges, references to specific books and media in the library collection, references or links to specific magazine articles, and selected Internet sites.

A number of sources provide help in developing pathfinders and offer completed pathfinders for a variety of curriculum areas:

#### *Models and Templates*

A Pathfinder for Constructing Pathfinders

<http://home.wsd.wednet.edu/pathfinders/path.htm>

Springfield Township High School Virtual Library Template for Creating Pathfinders

<http://mciu.org/~spjvweb/pathfinder.html>

Department of Education and Training, Government of Western Australia, Developing Pathfinders in Schools

<http://www.eddept.wa.edu.au/cmis/eval/curriculum/pathfinders/path2.htm>

#### *Example Pathfinders*

The Internet Public Library

<http://www.ipl.org/div/pf/>

Springfield Township High School Pathfinders

<http://mciu.org/~spjvweb/pathmenu.html>

New York City Public Library Systems Homework Help Website

<http://www.homeworknyc.org/>

A Pathfinder template developed by NYC school librarians can be found in the following section.

#### BOOKMARKING

You may bookmark useful sites for yourself, your staff and your students by using the "Favorites" or "Bookmark" feature in Internet Explorer or Netscape. However, these

would have to be bookmarked on each individual computer, which can be time consuming to do and maintain.

## PORTALS

You can post links on a portal. PortaPortal is a free service which gives you a page on which to post links (<http://www.portaportal.com/>). You may open up a free account and follow the directions to set up your own portal. These links will be accessible from any computer (Mac or PC) connected to the Internet (home or school). There are other similar free services. Visit the NYCSLS PortaPortal at <http://www.portaportal.com> (guest login: nycsls) for a list of sites that perform a similar service.

## WEB PAGES

To go beyond a simple listing or Web links, it is helpful to have a library Web page. This can be housed on the school server or you may take advantage of free Website hosting services. With a Web page, you can post announcements, links, pathfinders, Webquests and other assignments.

NY Learns is a subscription service to which every NYCBOE teacher has access. In addition to creating a portfolio of Web sites, which you can choose to make publicly available or just keep private for your own use, you can also post documents. You can make all of these publicly available on a Web page, if you choose (<http://www.nylearns.org/>).

To set up a portfolio of Websites and documents and to create a library Web page, an invaluable tool for communicating with your educational community, you must have the NY Learns training. This training is offered periodically throughout the year in the Regions.

## BLOGS

Blogs (on-line journals) are another communication tool. They have the advantage of being interactive, i.e., people can respond to your postings and an exchange of ideas can take place. This is different from a Web page or a posting of favorite sites, which are one-way communications. If you are interested in having a blog and inviting your students, teachers and parents to respond to you, there are a number of free blog sites:

Edublogs

<http://www.edublogs.org>

Bloglines

<http://www.bloglines.com/>

There are other sites listed on our PortaPortal.

## PATHFINDER TEMPLATE

Topic: \_\_\_\_\_

Introduction to Topic:

Questions for Inquiry:

Key Words, Subject Headings, Dewey Areas

Key Books

Reference

Nonfiction

Fiction

Magazine Articles

Print

Online

Databases

Websites

Videos, CDs, Software, United Streaming

Community Resources

Curriculum Standards Related to This Topic

### **3.9.3 TEACHING THE USE OF RESOURCES AND TECHNOLOGY**

#### **EVALUATION OF INTERNET INFORMATION**

##### **AUTHORITY**

- Who owns the website and what is the purpose of the site?
- Who is the author of the information?

##### **CONTENT**

- Does the website offer meaningful answers to your research questions?
- Does the website offer comprehensive information or isolated facts?

##### **RELIABILITY**

- Is the information accurate and reliable?
- Does it match information found in other sources?
- How recent is the information?

##### **VALIDITY**

- Does the website reflect a bias?
- Is the information primary or secondary? If primary, what supporting material or context is offered? If secondary, is it drawn from a reputable source?

##### **QUALITY**

- Is the information well written and grammatically correct?

##### **USEFULNESS**

- Does the website offer links to other relevant sites?
- Is a bibliography or Webliography included?
- Is the information easily accessed and well organized?

### 3.9.3 TEACHING THE USE OF RESOURCES AND TECHNOLOGY

#### EVALUATION RUBRICS FOR WEBSITES

For students who live in an age where information is so easily accessed on the Internet, the ability to critically evaluate a Website for accuracy, authority, objectivity, currency and coverage, is a necessary skill for information literacy.

**Kathy Schrock's Evaluation Surveys for Elementary, Middle and Secondary School Levels**

<http://school.discovery.com/schrockguide/eval.html>

**Tammy Payton's Evaluation Rubrics for Websites: Primary, Intermediate and Secondary Grades**

<http://www.siec.k12.in.us/~west/edu/evaltr.htm>

**Evaluating Web Pages: A WebQuest**

Created by Joyce Valenza

Although this unit is designed for 9th through 12th grade students to meet information and technology literacy standards across content areas, it is easily adaptable for use by younger students by selecting Websites aimed at upper elementary or middle school students.

<http://mciunix.mciu.k12.pa.us/~spjvweb/evalwebteach.html>

**Bogus Websites**

For a list of bogus Websites to use in teaching evaluation, see the Office of Library Services Portaportal site at <http://guest.portaportal.com/nycls>.

**TUTORIALS**

**Evaluate Web Pages** - From Wolfgram Memorial Library at Widener University in Chester, PA

**This tutorial and exercise will help you to evaluate the quality of information you find on the Web.**

[http://www.widener.edu/Tools\\_Resources/Libraries/Wolfgram\\_Memorial\\_Library/Evaluate\\_Web\\_Pages/659/](http://www.widener.edu/Tools_Resources/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659/)

**Websites... Which Ones Should You Trust?**

This is a WebQuest that can be used as a resource to teach information literacy or critical reading/critical thinking and comprehension skills. Using this WebQuest, teachers and students can work together, reviewing the Website evaluation tips and evaluating the legitimate and hoax Websites, deciding which ones are accurate and trustworthy.

<http://www.firstfind.info/>

### 3.9.3 TEACHING THE USE OF RESOURCES AND TECHNOLOGY

#### SEARCH ENGINES AND DIRECTORIES

Part of teaching effective use of the Internet is introducing your students to search engines in addition to Google. Of course, search on the open Internet should be a strategy that is tried after using other sources such as subscription databases and print materials. You should choose search engines that are appropriate for your student level. There are a number of search engines that are child-friendly. Also, different search engines can yield different results with the same search terms, so always encourage your students to try a different search engine if they are having trouble getting results. Some search engines will break down your results into smaller subject areas, a useful feature for students learning how to narrow their topics. Some of the sites listed below are actually not search engines, but indexes to sites selected by librarians.

Yahooligans

<http://yahooligans.yahoo.com>

Kids Click!

<http://sunsite.berkeley.edu/KidsClick!>

Librarians' Index to the Internet

<http://lii.org>

The Internet Public Library

<http://www.ipl.org/>

Teoma:

<http://www.teoma.com/>

Altavista:

<http://www.altavista.com/>

#### CHOOSING A SEARCH ENGINE OR DIRECTORY

To see a search engine comparison chart, go to

<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>.

To find a guide to the major search engines of the web, see Search Engine Watch.

<http://searchenginewatch.com/links/article.php/2156221>

On this page, you will see reference to "crawlers" and "crawler-based results" versus "directories" and "human-powered results." See the [How Search Engines Work](#) page to understand more about the difference between crawlers and directories.

#### **Four NETS for Better Searching**

This is a tutorial to help you find the best information using four easy steps.

<http://webquest.sdsu.edu/searching/fournets.htm>

#### **Finding Information on the Internet: A Tutorial**

There is a lot of great material on the Web - primary sources, specialized directories and databases, educational sites, etc. At this site you will find many tips to help you find the best information.

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

### 3.9.4 CIRCULATION POLICIES

[Note: This is a sample Circulation Policy and Procedure Handout for students of middle and high schools.]

## Welcome to our Library!

We have developed these circulation policies and procedures to ensure that you have equitable access to all library materials.

#### Borrowing Privileges

Every student in the school is entitled to borrow materials from the library. Your student identification number serves as your library borrower number. Please abide by library policies and procedures to maintain your borrowing privileges.

#### Loan Periods

Materials will be checked out for the following loan periods:

Regular collection	Three weeks
Paperbacks	Three weeks
Books on reserve	Overnight, Checked out at end of day
Reference books	Overnight, Checked out at end of day
Magazines	Two weeks
Books on tape	Two weeks
DVDs, CDs, Videos	To be used in library only or checked out to teachers

You may re-check materials at any time by bringing the materials to the library.

#### Web Access

The library subscribes to various databases of information that are available for student use at home as well as in the library and classrooms. User names and passwords are available on a PDF document accessed through the library Web page using your student identification number. You may also pick up a printout of the user names and passwords from the circulation desk.

#### Acceptable Use Agreement

All students are expected to be responsible and ethical in their use of the Internet. Students and their parents/guardians will declare their commitment to ethical use by signing an Acceptable Use Agreement.

#### Overdue Materials

You are responsible for returning all materials on time. Accumulation of overdue materials may result in temporary suspension of library checkout privileges.

### Lost and Damaged Materials

You will be expected to pay replacement cost of any lost or damaged materials. Arrangements may be made to work in the library as an alternative to paying for lost or damaged materials.

### Confidentiality

All library records are confidential. The library will not reveal your borrowing records to anyone, including school administrators, teachers, and parents. If you have overdue materials, the library will notify you in a confidential manner. School officials may be informed of your overdue status, but not the specific titles, authors, or subjects of your overdue materials. Students who help with checkout should not have access to student records. Usually, a password can prevent unauthorized access.

[Note: This is a sample Circulation Policy and Procedure Handout for students of elementary schools.]

## Welcome to our Library!

We have a few rules for checking books out of the library to make sure that all of you have an equal chance to borrow books.

### **Who gets to check out books?**

You do. Every student in this school gets to check out two books at a time. If you are working on a special project, you may be able to check out more than two books.

### **How long can you keep the books?**

Please bring the books back in a week. Your teacher will send you to the library during open checkout time each week to return your books and find two new ones that you want to read.

### **Do you get to use the computer?**

You will be able to use the computer to find information. We have encyclopedia and magazine articles that you can use in the library, in your classroom, and at home. Please pick up a sheet in the library with information about how to sign in to use these sources. You can take the sheet home to share with your parents/guardians.

You will also be able to use the computer to find some information on the Internet. Your teachers and librarian will give you the computer addresses of good Web sites with information for your projects.

We expect every student to use the Internet in a responsible way by going only to educational sites and by making sure that the information you find is accurate and high quality. You and your parents/guardians will be asked to sign an Acceptable Use Agreement to show that you understand your responsibilities in using the Internet.

### **Who knows what books you check out?**

Your checkout records are private. The library will let your teachers know if you have a book overdue, but not the name of the book. The library can inform your parents about the titles of missing books to help you locate them at home.

### **What happens if you lose or damage a book?**

We would appreciate replacement of any book you lose or damage. If you cannot replace the book, you may volunteer in the library as payment for the book.

### 3.9.5 CIRCULATION PROCEDURES

Students should know where to check out books and where to return the books they checked out. Orientation classes for incoming students should focus on all the library's policies, including circulation procedures. Whether or not the library is automated, the procedures should be clearly identified.

#### NON-AUTOMATED PROCEDURES

For a non-automated library, the borrower's cards are used for circulation. The student's name and class should be printed on the card by the student. The due date should be stamped on the card and the book. The card is filed either by class order or by due date order.

When the book is returned, the card is placed back in the book. The book is shelved.

If the books are not returned, overdue notices are generated by the borrower's card. Simply record the student's name, class and date book was due. If you keep the cards in due-date order, you will know when books are overdue. Once an overdue notice is prepared for the student, the card is filed by the Dewey Classification section or by the alphabet for fiction and biography. Send a notice to the classroom teacher (folded over and stapled to maintain confidentiality) and ask that the notice be delivered to the student.

#### AUTOMATED PROCEDURES

If the library is automated, print a list of all overdue materials by class or students' last name. The software will print class notices or individual notices. If the students have school e-mail accounts, you can e-mail them their notices. If not, you will send the notices to the classroom teacher and ask that the notices be delivered to the student (again, being careful to maintain the confidentiality of the student).

