**National History Day Research Project**

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**Final Project**

**240:240:01**

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**Analysis Phase**

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**A.1.a**

**Introduction:**

St. Patrick Catholic is a parochial school located in Cedar Falls, Iowa. The student population is approximately 300 preschool through 8th grade. Students are in combined grade sections, organized into 5 grade level units. Unit E is preschool/kindergarten. This is the only unit that is taught by age level, preschool has a 3 year old class and a 4/5 year old class located in a separate building. Kindergarten is located in the main building and is one class on its own. Units A (grades 1 and 2), B (grades 3 and 4), C (grades 5 and 6) and D (grades 7 and 8) each have three classrooms of the two combined grade levels.

**Assignment for the students:**

The students of the 7th and 8th combined grade classrooms of St. Patrick Catholic School are to create a history research project for the National History Day. They are to find sources that include online sources, books, journal articles, newspaper articles, photographs from AP photo archives and others that are relevant to their project. The overall topic for the project is: Revolution, Reaction and Reform. Their topic has to have taken place at least 30 years in the past. Students can create a video, write and perform a play, create a web site, create a display board, create a pod cast or write a paper as the final project for the National History Day.

**Problem Identification:**

Students have limited research skills. When surveyed 60% did not know how to conduct a basic Internet search. Students were not familiar with Boolean search tools and were not sure how to identify a valid source of information.

**Needs Description (desired-actual=need)**

**Desired:** All students are able to find sources on the Internet and determine if they are credible. The student’s will be able to locate print resources by searching library card catalogs and will then locate those resources in the library. They will then use these sources to create a National History Day project that will be submitted to the local competition.

**Actual:** A brief survey was conducted to assess the prior knowledge of the students. Questions about where they would start when researching a history project, where they would find information about historical events and what is the definition of revolution, reaction and reform and what is plagiarism.

It was found that 60% of the students did not know how to conduct an Internet search and determine if the source was credible. It was also found that 50% did not know how to locate print resources using the electronic card catalog or how to find the print sources on the library shelves. 100 % of the students were unfamiliar with writing MLA citations

**Need:** 40 percent (the desired-actual=needs) of the students need to learn how to conduct a basic internet search, and to review evaluate a web site for credibility and bias. 100 percent of students will be able to properly write MLA citations for their sources. 50 percent of students need to learn how to effectively use the electronic card catalog for both the school and local libraries and how to locate print resources in the library.

**Conclusion:** Students will learn over a four week period how to locate resources for a history research project both electronic and in print. They will learn how to evaluate those sources for credibility and bias. They will learn about fair use and how to cite sources used in their project. They will have verified credible resources that are properly sited in the MLA style and all fair use guidelines will be followed.

In the end they will have a project that will meet all qualifications to be entered into the local National History Day competition.

**A.1.b.**

**Terminal objectives:**

**Instructional Goal #1:**

The 7th/8th grade students will be able to locate a print resource using electronic card catalog of their school and or local library.

• Objective 1.1: Students will be able to access the electronic card catalogs.

• Objective 1.2: Students will be able to conduct a search in the catalog system.

• Objective 1.3: Students will be able to locate an identified print resource in the library.

**Instructional Goal #2:**

The 7th/8th grade students will be able to conduct an internet search to find credible web resources.

• Objective 2.1: Students will know what tools to use to narrow their search.

• Objective 2.2: Students will know how to evaluate the credibility of a web resource.

• Objective 2.3: Students will know how to save an online source.

**Instructional Goal #3:**

The 7th/8th grade students will be able to properly use MLA citation guidelines to create a bibliography for their research projects.

• Objective 3.1: Students will know where to find the MLA guidelines.

• Objective 3.2: Students will know how to cite all types of media resources.

• Objective 3.3: Students will know how to use these citations to create a bibliography.

• Objective 3.4: Students will know which fair use guidelines apply to their project and will follow all recommendations to meet these requirements.

**A.1.c.**

**Overall Project Goal:**

100% of the students in the 7th/8th grade class will complete a research project and presentation in the four week time frame that meets all standards to be submitted to the local National History Day competition.

I will be focusing on the introduction of the project. Aiding students in the research process of creating their National History Day Project.

**A.2.a Objectives and Learning Domains**

|  |  |  |
| --- | --- | --- |
| **Domain Letter** | **Goal** | **Learning Domain** |
| **B & D** | 1. 7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible. | A. Verbal information - stating facts, providing specific information (e.g., naming objects). |
| **B & C** | 2. 7th and 8th grade students will be able to locate print resources using the electronic card catalog in the school and public libraries and locate those materials on the shelves of the library. | B. Intellectual skills- making discriminations, learning concepts, using rules, and solving problems. |
| **B** | 3. 7th and 8th grade students will be able to properly write MLA citations for their project sources. | C. Psychomotor skills - physical activity, which usually includes mental activity as well. |
|  |  | D. Attitudes - making particular choices or behaving in a manner that implies an underlying belief or preference. |

**A.2.b Goal Analysis Materia**

7th and 8th grade students will be able to properly write MLA citations for their project sources.

3

7th and 8th grade students will be able to locate print resources using the electronic card catalog system in both the school and public library and be able to locate those sources on the shelves.

2

7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible.

1

Demonstrate the ability to evaluate the credibility of a web resource.

1.2

Demonstrate the ability to use Boolean search tools to narrow their Internet search.

1.1

Demonstrate the ability to locate resources on the library shelves.

2.3

Demonstrate the ability to conduct a search of library resources

2.2

Demonstrate the ability to locate electronic card catalogs.

2.1

Locate the MLA citation guidelines web resource

3.1

Demonstrate the proper way to cite each type of source material.

3.2

Demonstrate the proper way to use the citations in a bibliography.

3.3

Demonstrate an understanding of fair use guidelines.

3. 4

100% of 7th and 8th grade students will complete a research project and presentation in a four week time frame that includes Internet and print resources and proper MLA citations of resources.

Demonstrate the ability to save a web resource.

1.3

**A.3.a and A.3.b Hierarchical Analysis and Entry Skills**

7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible.

1

Demonstrate the ability to save a web resource.

1.3

Demonstrate the ability to use Boolean search tools to narrow their Internet search.

1.1

Demonstrate the ability to evaluate the credibility of a web resource.

1.2

Know how a computer functions.

A1

Know how to access the internet.

A2

Know what search engines are available.

1.1.1.1

Evaluate the search results for match to the topic searched.

1.1.3

Use quotation marks, plus sign, or, and, not or minus sign to narrow search.

1.1.2

Choose a search engine to use for finding information.

1.1.1

A.3.b

Know what a search box is and where it is located on the search engine page.

A

Choose words related to the desired results.

1.1.2.1

Know to return to step 1.1.2 when no match to topic is found.

1.1.3.1

1

7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible.

Demonstrate the ability to use Boolean search tools to narrow their Internet search.

1.1

Demonstrate the ability to save a web resource.

1.3

Demonstrate the ability to evaluate the credibility of a web resource.

1.2

Knows the definition of reasonableness.

A

Knows the definition of accuracy.

A

Know the definition of credibility.

A

A.3.b

Evaluate the support to the information provided.

1.2.4

Evaluate the reasonableness of the source.

1.2.3

Evaluate accuracy of the source.

1.2.2

Evaluate the credibility of the source.

1.2.1

A.3.b

Know the meaning of link.

A

Know the meaning of URL.

A1

Know command C to copy.

A2

Know command V for paste.

A3

Know how to make an active link in a document.

1.3.2

Know how copy a URL and paste to a document.

1.3.1

1

Demonstrate the ability to save a web resource.

1.3

Demonstrate the ability to evaluate the credibility of a web resource.

1.2

Demonstrate the ability to use Boolean search tools to narrow their Internet search.

1.1

7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible.

A.3.b

Know how to access the Internet.

A1

Know the definition of URL.

A2

Know the URL for the Cedar Falls catalog.

2.1.1.2

Know the URL for the school catalog.

2.1.1.1

Log into the catalog data base.

2.1.1

Demonstrate the ability to locate resources on the library shelves.

2.3

Demonstrate ability to conduct a search of library resources

2.2

Demonstrate the ability to locate electronic card catalogs.

2.1

7th and 8th grade students will be able to locate print resources using the electronic card catalog system in both the school and public library and be able to locate those sources on the shelves.

2

Make a list of possible resources.

2.2.3

Use key words to narrow search topic.

2.2.2

Know how to open a search window in the library data base.

2.2.1

Demonstrate the ability to locate resources on the library shelves.

2.3

7th and 8th grade students will be able to locate print resources using the electronic card catalog system in both the school and public library and be able to locate those sources on the shelves.

2

Demonstrate ability to conduct a search of library resources

2.2

Demonstrate the ability to locate electronic card catalogs.

2.1

A.3.b

Has a library card.

A2

Knows how to check out a book.

A1

Knows the Dewey Decimal System.

A1

Know the meaning of non-fiction.

A1

Check out the book.

2.3.4

Locate the shelf where the resource is shelved.

2.3.3

Identify the Dewey Decimal number associated with the resources.

2.3.2

Locate the non-fiction area of the library.

2.3.1

2

7th and 8th grade students will be able to locate print resources using the electronic card catalog system in both the school and public library and be able to locate those sources on the shelves.

Demonstrate the ability to locate resources on the library shelves.

2.3

Demonstrate ability to conduct a search of library resources

2.2

Demonstrate the ability to locate electronic card catalogs.

2.1

3

A.3.b

Know how to enter a URL into the search engine.

A3

Know the meaning of URL

A2

Know how to use a search engine.

A1

Identify the page of examples and directions.

3.1.2

Enter the URL for the MLA guide into the search engine.

3.1.1

Demonstrate knowledge of fair use guidelines.

3. 4

Demonstrate the proper way to use the citations in a bibliography.

3.3

Locate the MLA citation guidelines web resource

3.1

Demonstrate the proper way to cite each type of source material.

3.2

7th and 8th grade students will be able to properly write MLA citations for their project sources.

3

Identify the example and instructions for a music resource.

3.2.4.2

Identify the example and instructions for a YouTube video resource.

3.2.4.1

Identify the example and instructions for a book photo resource.

3.2.3.2

Identify the example and instructions for an AP photo resource.

3.2.3.1

Identify the example and instructions for an e-book resource.

3.2.2.2

Identify the example and instructions for a website resource.

3.2.2.1

Identify the example and instructions for a magazine/journal resource.

3.2.1.2

Identify the example and instructions for a newspaper resource.

3.2.1.3

Identify the example and instructions for a book resource.

3.2.1.1

Identify the example and instructions for a audio/visual resource.

3.2.4

Identify the example and instructions for a photo resource.

3.2.3

Identify the example and instructions for a web resource.

3.2.2

Identify the example and instructions for a print resource.

3.2.1

Demonstrate the proper way to cite each type of source material.

3.2

Locate the MLA citation guidelines web resource

3.1

Demonstrate the proper way to use the citations in a bibliography.

3.3

Demonstrate knowledge of fair use guidelines.

3. 4

7th and 8th grade students will be able to properly write MLA citations for their project sources.

3

A.3.b

Knows rules of grammar.

A1

Knows and can identify a bibliography

A1

Use proper punctuation and spelling.

3.3.2

Organize sources in a bibliography format.

3.3.1

Demonstrate knowledge of fair use guidelines.

3. 4

Demonstrate the proper way to use the citations in a bibliography.

3.3

Locate the MLA citation guidelines web resource

3.1

Demonstrate the proper way to cite each type of source material.

3.2

7th and 8th grade students will be able to properly write MLA citations for their project sources.

3

A.3.b

Knows the definition of original.

A1

Knows the definition of plagiarism.

A1

Knows how to use the Internet.

A1

Able to locate web resource for fair use guidelines.

3.4.1

Cites all sources that are not original creations.

3.4.3

Follows all guidelines for amount of content that is permissible.

3.4.2

Demonstrate knowledge of fair use guidelines.

3. 4

Demonstrate the proper way to use the citations in a bibliography.

3.3

Locate the MLA citation guidelines web resource

3.1

Demonstrate the proper way to cite each type of source material.

3.2

7th and 8th grade students will be able to properly write MLA citations for their project sources.

A.3.c Matching Skills and Objectives

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Instructional Goal 1** |  | **Instructional Goal with Performance Context Added** |
| 7th and 8th grade students will be able to conduct an Internet search using Boolean search tools and determine if the source is credible. |  | During the beginning of the research process, students (CN) will utilize Boolean search tools to locate credible resources (B) 100% of the time (CR). |
|  |  |  |
| **Instructional Objectives for Goal 1** |  | **Matching Behavioral Objectives** |
| **1.1 Demonstrate the ability to use Boolean search tools to narrow their Internet search.** |  | 1.1. When using the Internet for research (CN), students will always (CR) use Boolean search tools to narrow their Internet searches (B). |
| **1.2 Demonstrate the ability to evaluate the credibility of a web resource.** |  | 1.2. When using the Internet for research (CN), students will always (CR) use C.A.R.S. to evaluate the credibility of a web resource. (B). |
| **1.3 Demonstrate the ability to save a web resource.** |  | 1.3. When using the Internet for research (CN), students will always (CR) save an active link in a resource document(B). |
|  |  |  |
| **Instructional Goal 2** |  | **Instructional Goal with Performance Context Added** |
| **7th and 8th grade students will be able to locate print resources using the electronic card catalog system in both the school and public library and be able to locate those sources on the shelves.** |  | During the research process, students will use the electronic card catalogs (CN) to locate print resources within the library collections (B) 95% of the time (CR). |
|  |  |  |
| **Instructional Objectives for Goal 2** |  | **Matching Behavioral Objectives** |
| **2**. **.1 Demonstrate knowledge of electronic card catalogs.** |  | 2.1. Given access to computers and on-line catalog data bases (CN), students will locate print resources (B) for research purposes (CR). |
| **2.2 Demonstrate ability to conduct a search of library resources.** |  | 2.2 Given access to computers and on-line catalog data bases (CN) students will conduct a search for print resources (B) to aide them in their research (CR). |
| **2.3 Demonstrate the ability to locate resources on the library shelves.** |  | 2.3 Given access to computers and on-line catalog data bases (CN) students will locate the non-fiction section of the library. Students will use the Dewey Decimal System to locate the print resource on the shelf (B). They will successfully locate a resource 95% of the time (CR). |
|  |  |  |
|  |  |  |
| **Instructional Goal 3** |  | **Instructional Goal with Performance Context Added** |
| **7th and 8th grade students will be able to properly write MLA citations for their project sources accurately 100% of the time.** |  | During the research process, when given the MLA web resource students(CN) will be able to write an MLA citation accurately (B) 100% of the time (CR). |
|  |  |  |
| **Instructional Objectives for Goal 3** |  | **Matching Behavioral Objectives** |
| **3.1 Locate the MLA citation guidelines web resource.** |  | 3.1 Given the MLA web resource (CN), students will select the appropriate citation format (B) for each type of source (CR). |
| **3.2 Demonstrate the proper way to cite each type of source material.** |  | 3.2 Given the MLA web resource (CN), students will cite each type of source material(B) with 100% accuracy (CR). |
| **3.3 Demonstrate the proper way to use citation in a bibliography.** |  | 3.3. Given the MLA web resource (CN), students will organize citations into a bibliography (B). The bibliography will be written in proper format (CR). |
| **3.4 Demonstrate knowledge of fair use guidelines.** |  | 3.4 Given a web resource (CN). Students will follow fair use guidelines for print, audio and visual content that is not their original creation (B) 100% of the time (CR). |

**A.4.a Learner Characteristics**

|  |  |  |
| --- | --- | --- |
| **Information Categories** | **Data Source** | **Learners Characteristics** |
|  |  |  |
| **1. Entry behaviors** | **Pre-Test:** 7th and 8th grade students **Observations:** 7th and 8th grade students | **Performance setting:** Learners have little or no prior knowledge of how to conduct an Internet search. Four 8th grade students have a basic understanding of how to use Boolean search tools. |
| **2. Prior knowledge of topic area** | **Same as above** | Most of the learners have no prior knowledge of conducting and Internet search or Boolean operators. Four 8th grade students have prior knowledge of Internet searches. |
| **3. Attitude toward content** | **Same as above** | Learners are interested in learning Internet search techniques. They all have projects to work on for entry into the National History Day contest. |
| **4. Attitudes toward potential delivery system.** | **Same as above** | Learners have experience learning through hands on, lecture, self learning, demonstrations, and cooperative leaning projects. The learners all liked these forms of learning, and I will be using all of the forms. |
| **5. Motivation for instruction (ARCS)** | **Same as above** | **Attention:** Students are positive about learning how to conduct and Internet search. The students will be shown the different types of projects they can make for the NHD contest. The different types of projects will require different types of resources.  **Relevance:** When the students see the different projects they can make, it makes the basics of Internet searches relevant to being able to complete their projects.  **Confidence:** I will help the students feel more confidence by providing them with examples my personal research experiences. This way they don't feel like they are the only one who has ever felt this way. I will also demonstrate or model everything we do in class. I will work one-on-one with them to help them through the tough spots. **Satisfaction:** The student will feel so satisfied when they learn the basics and they are able to start Internet searches for their projects. |
| **6. Educational and ability levels** | **Same as above** | **Educational Levels:** Learners are all in the 7th and 8th grade combined grade classroom.  **Ability Level:** The student’s abilities are at the appropriate level to learn about Internet searches. |
| **7. General learning preferences** | **Same as above** | Learners are experienced with a variety of learning formats. They prefer demonstrations and hands on activities and shared Google presentations. |
| **8. Attitudes toward training organization** | **Same as above** | Positive feedback from learners about presentation and presenter (me). They feel they will be in a comfortable environment to learn. They feel that this instruction is critical so they can move on to more advance skills. |
| **9. General group characteristics a. Heterogeneity b. Size c. Overall impression** | **Same as above** | **Heterogeneity**: There is a total of 44 in the 3, 7th and 8th grade classrooms. The majority of the students are white, 1 is African, 2 are Hispanic and one is Asian. St. Patrick school is a small K-8th grade Catholic school with a student population of approximately 285 students. **Size:** Students are working in groups of two to create their NHD projects.  **Overall impressions:** Instructions need to be clear and easy to utilize, so learners don't feel lost or overwhelmed |

**D.5.a. Description and Rationale of Selection Process for Instructional Strategies**

|  |  |
| --- | --- |
| **Clusters\*** | **Instructional Goals** |
| 1 | Introduction, Main step 1: Library Research, Main step 2: Internet Research  Cluster 1 Objectives:  Main Step 1: Library Research  1.1 1.2 1.3  1.1.1 1.2.1 1.3.1  1.1.2 1.2.2 1.3.2  1.1.3 1.2.3  1.1.1.1 1.2.4  1.1.2.1  1.1.3.1  Cluster 2 Objectives:  Main Step 2 Internet Research  2.1 2.2 2.3  2.1.1 2.2.1 2.3.1  2.1.1.1 2.2.2 2.3.2  2.1.1.2 2.2.3 2.3.3  2.3.4 |
| 2 | Practice and testing of library and internet research skills |
| 3 | Review and Main step 3: Writing MLA citations  Cluster 3 Objectives:  Main Step 3: Writing MLA Citations  3.1 3.2 3.2.2 3.2.3 3.2.4 3.3 3.4  3.1.1 3.2.1 3.2.2.1 3.2.3.1 3.2.4.1 3.3.1 3.4.1  3.1.2 3.2.1.1 3.2.2.2 3.2.3.2 3.2.4.2 3.3.2 3.4.2  3.2.1.2 3.4.3  3.2.1.3 |
| 4 | Practice and testing of practice of writing MLA citations |

* All clusters are designed to required approximately one hour

|  |
| --- |
| **Preinstructional Activities** |
| **Motivation: ARCS**  **Attention:** The students will be shown the different types of projects they can create for their National History Day projects. All the different choices will grab their attention and get them excited about creating their projects.  **Relevance:** When the students see the different types of projects they will be creating it will make learning the basics of research relevant for being able to complete their projects.  **Confidence:** I will help the students feel more confident by showing them successful projects from previous classes and telling stories of the problems those students faced in the process of creating their projects.  **Satisfaction**: The students will feel very satisfied when they have completed the basic research lessons and are able to successfully create their projects.  **Objectives:**  **Using the Electronic Card Catalog**  I will tell the students that the beginning of research in the library starts with the card catalog. The card catalog will help narrow their search and save them from trying to locate books randomly on the shelves. They will learn how to access the catalog on the Internet. The next step will be how to use the search function within the system and how to locate a book on the shelf from the information found in the catalog system.  **Using the Internet to search for Resources**  I will tell the students that these basic search tools will help them navigate the Internet more effectively, not only for this project but for anytime they are searching for information.  **Writing MLA citations**  I will tell the students of the importance of giving credit where credit is due. I will give them resources they can access for examples of the many types of citations they will be writing for their projects. I will tell the students of the consequences in the competition for not properly citing resources.  **Entry Behaviors**: Entries behaviors include being able to read. Knowledge of how to operate a computer. Know how to access the internet and basic vocabulary terms such as search engine and URL.  .  **Student Grouping and Media Selections:** The students will be working in pairs on their projects. They will be sharing the research duties, sometimes working together and at times dividing the work into individual tasks. They will be working in the classroom and the libray. The media selections will be live lectures using a Google presentation with active links to show examples. They will also be given a print out of citation examples. The Google presentation will also be shared will all students so that they have access to the active links to refer back to when unsure of how to proceed. |
| Assessment |
| **Pretest:** I will not test for entry level skills. I will quiz over basic knowledge of research skills, it will be short answers.  **Practice Test:** The students will be shown examples of a library search and an internet search and will then be given time to conduct searches while I am there to answer questions and assist them.  **Posttest**: A final examination of the source cards. A Rubric will be used for evaluation.  **Student Grouping and Media Selections:** The pretest will be a paper and pencil test for the students. The posttest will be an evaluation of the source cards, they will be checked for types of sources found, credibility and proper citation following the MLA guide. |
| **Follow-Through Activities** |
| **Memory Aids**: I will share the Google presentation with all students so that they have access to the resources included in the document. They will also be given a copy of the rubric that will be used for evaluation of the source cards so that they know what the expectations are for the project.  **Transfer:** The students will be modeled how to perform each task. They will be given access to the Google presentation. They will be practicing their search procedures throughout the course of the project.  **Student Grouping and Media Selections:** Students will be in a large group for the presentation of the initial information, they will then work in pairs for the remainder of the project. |

**D.5.b Instructional Strategies to be Used**

|  |
| --- |
| **Objective 1.1**  The students will be able to access the electronic card catalogs. |
| **Content Presentation** |
| **Content:** The students will learn where to locate the card catalogs for both the Cedar Falls Public Library and the St. Patrick School library on the Internet.  **Examples:**  The students will hear a description of what library card catalogs they will be expected to access.  The students will see a demonstration of how to find the libraries on the Internet.  The students will be given a work sheet with the web site URL’s for both libraries.  The students will find each library on the Internet.  **Student Grouping and Media Selection:** Students will be in a large group for the presentation and demonstration. A projector and white screen will be used to present to the students. A laptop computer will be used to access the internet. |
| **Student Participation** |
| **Practice Items and Activities**:  Listen to the description of the library card catalogs they will be using for their search.  Watch the demonstration of how to access the two catalog systems.  Practice accessing the library card catalogs.  **Feedback:**  The instructor will be walking around and asking and answering questions. The students will give feedback of their understanding of the material covered.  **Student Grouping and Media Selection:**  The students will be in a large group for the description and demonstration, and will work individually on the practice activity. The students will be using laptop computers to access the card catalogs. |

|  |
| --- |
| **Objective 1.2**  The students will be able to conduct a search in the catalog systems. |
| **Content Presentation** |
| **Content:** The students will learn how to conduct a search in the card catalog systems for both the Cedar Falls Public Library and the St. Patrick School library.  **Examples:**  The students will hear a description of what a catalog search involves.  The students will see a demonstration of the process of conducting a search in the catalog systems.  The students will be given a work sheet with the web site URL’s and a practice example that they are to search for within each catalog.  **Student Grouping and Media Selection**: Students will be in a large group for the presentation and demonstration. A projector and white screen will be used to present to the students. A laptop computer will be used to access the internet. |
| **Student Participation** |
| **Practice Items and Activities**:  Listen to the description of how to search within each card catalog system.  Watch the demonstration of how a search in conducted.  Practice conducting a search in each of the library card catalogs by finding the examples on the work sheet provided.  **Feedback:**  The instructor will be walking around and asking and answering questions. The students will give feedback of their understanding of the material covered.  **Student Grouping and Media Selection:**  The students will be in a large group for the description and demonstration, and will work individually on the practice activity. The students will be using laptop computers to access the card catalogs. |

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| **Objective 1.3**  The students will be able to locate an identified resource in the library. |
| **Content Presentation** |
| **Content:** The students will learn where to locate in the library collection, the resources they found in their catalog searches.  **Examples:**  The students will participate in an oral review of the Dewey Decimal System.  The students will answer questions about where different types of resources are located in a library collection.  The students will physically locate the resources they found in their catalog searches.  **Student Grouping and Media Selection:** Students will be in a large group for the presentation and demonstration. A projector and white screen will be used to present to the students. A laptop computer will be used to access the internet. |
| **Student Participation** |
| **Practice Items and Activities**:  Listen to the description of how to locate each type of resource in the both library collections.  Participate in the oral review of the Dewey Decimal System.  Practice locating the resources that were identified in their library searches.  **Feedback:**  The instructor will be walking around and asking and answering questions. The students will give feedback of their understanding of the material covered.  **Student Grouping and Media Selection:**  The students will be in a large group for the description and demonstration, and will work individually on the practice activity. The students will be using laptop computers to access the card catalogs. |

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| **Objective 2.1**  Students will know what tools to use to narrow their search. |
| **Content Presentation** |
| **Content:** The students will learn the name of search tools used for narrowing an Internet search.  **Examples:**  Students will be given a demonstration of how to use Boolean operators.  **Student Grouping and Media Selection:**  Students will be in a large group for this presentation. A projector, white board, laptop computer and a Google presentation with active links will be used for the demonstration. Students will be given access to the Google presentation for future reference. |
| **Student Participation** |
| **Practice Items and Activities:**  The students will be given a demonstration on Boolean operators and how they are used to narrow an internet search.  **Feedback:**  The instructor will question students for their understanding of the search tools and their uses.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. Laptop computers will be used for practice by the students. |

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| **Objective 2.2**  Students will know how to evaluate the credibility of a web resource. |
| **Content Presentation** |
| **Content:**  The students will be given a demonstration on how to evaluate a web resource for credibility.  **Examples:**  Students will be given a demonstration of how to evaluate a web site for credibility.  Students will be instructed on what elements to look for evaluation of the web sites.  **Student Grouping and Media Selection:**  Students will be in a large group for this presentation. A projector, white board, laptop computer and a Google presentation with active links will be used for the demonstration. Students will be given access to the Google presentation for future reference. |
| **Student Participation** |
| **Practice Items and Activities:**  The students will be shown different types of web sites.  The students will learn where to look for site sponsors.  The students will learn how to check for accuracy of information presented within the sites.  **Feedback:**  The instructor will question students for their understanding of how to evaluate web sites for credibility.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. Laptop computers will be used by the students for practice activities. |

|  |
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| **Objective 2.3**  Students will know how to save an online source. |
| **Content Presentation** |
| **Content:** The students will learn how to bookmark and/or create a Google document to store the URL of their source site.  **Examples:**  The instructor will demonstrate how to copy and paste a URL into a Google document.  The instructor will demonstrate how to use the bookmark function on the laptop computers.  **Student Grouping and Media Selection:**  Students will be in a large group for this presentation. A projector, white board, laptop computer and a Google presentation with active links will be used for the demonstration. Students will be given access to the Google presentation for future reference. |
| **Student Participation** |
| **Practice Items and Activities:**  Students will watch a demonstration on how to copy and paste a URL into a Google document.  Students will watch a demonstration on how to create a bookmark on their laptop computer.  **Feedback:**  The instructor will question students for their understanding of how to create their Google document and bookmarks.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. Laptop computers will be used by the students for practice activities.  **Students will be in a large group for the demonstration.** |

|  |
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| **Objective 3.1**  Locate the MLA citation guidelines web resource. |
| **Content Presentation** |
| **Content:** Students will learn where to find MLA citation guidelines on the internet.  **Examples:**  Students will be given a demonstration of how to locate MLA citation guidelines on the Internet.  **Student Grouping and Media Selection:**  Students will be in a large group for this activity. A projector, white board, and a laptop computer will be used for this activity. |
| **Student Participation** |
| **Practice Items and Activities:**  The students will learn through a demonstration how to find a MLA citation guideline on the Internet.  All students will locate the citation guideline using a laptop computer.  **Feedback:**  Instructor will question students for their understanding of locating the MLA citation guideline.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. They will work independently to locate the MLA citation guide on their laptop computers. |

|  |
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| **Objective 3.2**  Demonstrate the proper way to cite each type of source material. |
| **Content Presentation** |
| **Content:** The students will learn to determine which type of source material they have and how to write the proper citation for that source.  **Examples:**  Students will be given an overview of MLA citation practices.  Students will be given an example of each type of source citation to use as a reference.  Students will have access to the MLA citation guideline web resource.  **Student Grouping and Media Selection:**  Students will be in a large group for the overview and demonstration of writing a source citation. A computer, projector and a hand out will be used. |
| **Student Participation** |
| **Practice Items and Activities:**  Students watch a demonstration of how to write a proper source citation using the MLA web resource as a guide.  Students will locate the MLA citation guideline and will complete a practice worksheet.  **Feedback:**  The instructor will question students for their understanding of writing citations and using the MLA web resource guide.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. They will work individually on the practice worksheet. Computer and projector will be used for the demonstration. Laptop computers will be used by the students and a handout will be given out for the practice activity. |

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| **Objective 3.3**  Demonstrate the proper way to use citation in a bibliography. |
| **Content Presentation** |
| **Content:**  The students will learn how to place their MLA citation into a bibliography.  **Examples:**  Students will watch a demonstration on how to write a bibliography.  Students will practice writing a bibliography.  **Student Grouping and Media Selection:**  Students will be in a large group for the demonstration. They will work individually on the practice handout. A computer and projector will be used for the demonstration. Laptop computers will be used by the students. They will receive a hand out for the individual practice. |
| **Student Participation** |
| **Practice Items and Activities:**  Watch demonstration on how to create the bibliography.  Complete bibliography practice worksheet.  **Feedback:**  Instructor will question students for their understanding. They will then demonstrate their understanding on the practice worksheet.  **Student Grouping and Media Selection:**  Students will be working individually to complete the practice worksheet. Laptop computers will be used by the students and a hand out will be given for practice. |

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| **Objective 3.4**  Demonstrate knowledge of fair use policy guidelines. |
| **Content Presentation** |
| **Content:**  Students will learn what fair use policies are and why they need to follow them.  Students will demonstrate their understanding of fair use policy guidelines.  **Examples:**  Students will be instructed about fair use guidelines.  Students will be instructed where to find fair use guidelines on the Internet.  **Student Grouping and Media Selection:**  Students will be in a large group for the discussion of fair use guidelines. A computer and projector will be used for the explanation. |
| **Student Participation** |
| **Practice Items and Activities:**  Students will listen to the description of fair use guidelines.  Students will be given a handout of fair use guidelines.  **Feedback:**  Instructor will question students for their understanding of fair use guidelines.  **Student Grouping and Media Selection:**  Students will be in a large group for the discussion. A computer and projector will be used by the instructor. |

**D.6.a Selection and Description of the Instructional Media to be Used**

**The materials:**

The materials for this lesson are geared toward middle school level students and will include: MacBook computers, projector, internet access, library online card catalogs, Google presentation and handouts.

The introduction will consist of showing the students the National History Day website and talking about the possible projects that they will create. A review of the rules and requirements will be included. The process and steps for creating the projects will be introduced.

This unit of instruction focuses on research, the first step in the process of creating National History Day projects.

Students have access to 30 MacBook computers. These will allow them to access the online card catalogs for the St. Patrick School library and the Cedar Falls Public Library. Through the Cedar Falls Library catalog there is a search function that links to the Waterloo Public Library, Wartburg College Library and the UNI Rod Library. The process for access both of these library card catalogs will be demonstrated to the students. Students will then be asked to access each catalog and locating a print resource that can be check out.

The MacBook computers will also be used to search the internet for additional sources of information. Students will view a Google presentation that explains how to narrow an Internet search and how to evaluate online resources for credibility. The Google presentation will be shared with all students so they may refer back to the information when needed.

Students will also be given a URL for an online MLA citation resource so that they can properly cite their sources of information. They will receive a demonstration and explanation of how to cite all the different types of resources. They will also receive a hand out to use as a quick reference when the internet is not readily available.

Students will be shown examples of a properly organized bibliography and will be given a hand out that provides examples.

**Visual Literacy:**

Visual communication is present throughout these lessons. Students will have every step of the research process demonstrated. Examples of projects will be viewed so they can see what past finished projects looked like. They will be given handouts to use as a reference and will be provided with URL’s for cites that provide valuable information. A Google presentation will be shared will all 7th and 8th grade students.

**Communication Theory:**

The instructor will reinforce all demonstrations with verbal instruction. This will help students who are more verbal learners as well as providing another way of receiving information as repetition helps the steps to “stick”. The students will practice what has been learned each day so that they have the opportunity to test the skills and ask questions.

**Utilization and Integration**

**Implementation**: The introduction to this project will begin with a pretest to see what research experience the students already have. The class will start with an introduction of the National History Day project. The students will be informed of the project guidelines. They will be shown examples of past projects and will choose their project partners. The students will be given the URL for the National History Day website for more detailed descriptions of the possible projects and to view examples of past national winners. This will help build excitement for the projects and get the students motivated to begin the research portion of the overall project.

The next step of instruction will be teaching how to use the electronic card catalogs to begin their research. The students will be reminded that the school card catalog is available on line with a link provided on the school web site. They will then be shown how to access the catalog and a step-by-step demonstration of conducting a search will be given. Each student will then log on to their laptop computers and will access the catalog and search for resources for their subject. The instructor will be walking around the room and helping where needed and answering questions.

Next they will be given the link for the Cedar Falls Public Library and the process will be repeated. A quick review of the Dewey Decimal System will be given and the students will then visit both libraries to locate their resources in the collection. Students will be evaluated through an observation checklist and by evaluating the resources that are located.

The second step in the research process will be to find resources using the Internet. Students will be given a presentation about Boolean Operators to help them narrow their search. They will then see a demonstration on conducting a search on the internet using Boolean Operators and other search tools. They will then use the search tools to find resources related to their individual topics. The instructor will move around the room answering questions and providing help where needed.

Students will be evaluated through an observation checklist and by evaluating the resources that are located.

The third portion of instruction will be learning how to write citations for the resources that are used in their National History Day projects. The students will be given a hand out and a link to a web site to assist them in writing MLA citations for the sources they have found in the libraries and on the internet. They will be shown examples of how to write a citation for each type of resource that they can use in their projects. The students will work in small groups and conduct peer evaluations of their citations. The instructor will evaluate the citations using a rubric. Students will also be given a fair use guideline handout so they will be sure that their projects do not violate any copyright regulations.

**Institutionalization:**

Learning the basics of research will be a benefit for all 7th and 8th grade students. The process steps that are learned will be used in future projects in high school and college.

**Utilization and Standards**

**Policies:**

There are three main ideas that need to be learned to be successful in conducting research. Students must be familiar with the library system they plan to use. They must know how to do a basic internet search and they must know how to write proper resource citations.

**Regulations:**

Students must follow the MLA guidelines for writing citations.

Students must follow the National History Day regulations for the types of resources that are allowed.

**Special needs:**

Any student that is allowed accommodations will have their needs met according to their Individual Education Plan or 504 Plan and will receive assistance from the resource teacher.

**D.6.b Instructional Material Selection Considerations**

|  |  |
| --- | --- |
| **If Final Medium Will Be:** | **Then Rough Draft Version Could Be:** |
| * Same as rough draft: Presentation will be shared with students so that they can refer back to it when they have questions. | * Google presentation that will be used during the presentations for electronic catalogs, Boolean Operators and MLA citations. |
| * [www.nhd.org](http://www.nhd.org) * [www.cfcatholicschool.org](http://www.cfcatholicschool.org) * <http://www.cedar-falls.lib.ia.us/> * <http://copyright.lib.utexas.edu/ccmcguid.html> * <http://ww2.liu.edu/cwis/cwp/library/workshop/citmla.htm> | * URL’s for the National History Day contest rules and guidelines, St. Patrick School, Cedar Falls Public Library, fair use guidelines and MLA citation guidelines. |
| * Same card catalog practice worksheet. | * Electronic card catalog practice worksheet. |
| * Same MLA Citation practice worksheet. | * MLA Citation practice worksheet. |
| * Same bibliography practice worksheet. | * Bibliography practice worksheet. |
| * Same as fair use guidelines handout | * Fair Use Guidelines handout. |

**D.6.c Sample Media**

**Outline of the Google Presentation for the Research Steps**

* Using the Internet for Research
* Boolean Operators,
* CARS Source Analysis, Plagiarism
* and
* Siting Sources In the MLA format
* Boolean Operators

One source that you can use to assist you when learning how to use the internet for research:

[www.internettutorials.net](http://www.internettutorials.net)

Contains a great deal of useful information that you can refer to when you have questions about how to search.

* Boolean Operators

Quotation marks - will search for sites with the EXACT wording as in the quotations. Can limit the information received.

 + (plus sign) - similar to quotations but for single words; all words may appear in the pages but not in any particular order.

 OR - Used when there is more than one term for the topic such as cat or feline. This will increase the number of page.

AND - This limits the search to pages with both of the terms, not just either one.

NOT or - (minus sign) - When there are a number of items associated with the term but are not relevant to your search you can eliminate them with NOT or a - (minus sign).

* CARS Checklist  
  for Research Source Evaluation

     C - Credibility

     A - Accuracy

     R - Reasonableness

     S - Support

* CARS Checklist

C - Credibility

Trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support.

*Goal: An authoritative source, a source that supplies some good evidence that allows you to trust it.*

* CARS Checklist

A - Accuracy

 Up-to-date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy.

*Goal - a source that is correct today (not yesterday),*

*a source that gives the whole truth.*

* CARS Checklist

R - Reasonableness

 Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone.

*Goal - a source that engages the subject thoughtfully and reasonably, concerned with the truth.*

* CARS Checklist

S - Support

 Listed sources, contact information, available corroboration, claims supported, documentation supplied.

*Goal - a source that provides convincing evidence for the claims made, a source you can triangulate (find at least other sources that support it).*

* Practice

<http://zapatopi.net/treeoctopus/>

<http://nationalzoo.si.edu/animals/oceanliving/default.cfm>

<http://www.npca.org/marine_and_coastal/marine_wildlife/octopus.html>

<http://www.scientificamerican.com/article.cfm?id=are-octopuses-smart>

* Plagiarism

If you are using information that you have read or watched in any way you HAVE to site the source of that information source or you will be guilty of plagiarism.

  Even YouTube videos have to be given proper credit with a citation.

The following web site is a good resource for citing your sources.

[http://ww2.liu.edu/cwis/cwp/library/workshop/citmla.htm](http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm)

* Practice finding citation information for web sources.

<http://www.thepeoplehistory.com/60smusic.html>

<http://www.youtube.com/watch?v=mqoO_CqS2YY>

http://histories.cambridge.org/extract?id=chol9780521662567\_CHOL9780521662567A018

<http://dailyojo.com/articles/the-music-that-forged-the-counterculture-revolution-of-the-1960s.html>

<http://www.manythings.org/voa/history/214.html>

* Fair Use Guidelines

<http://copyright.lib.utexas.edu/ccmcguid.html>

Using multimedia content in presentations and projects for educational purposes. The specific requirements and explanations of fair use can be found on the above web link.

* Source

Frey, N., Fisher, D., Gonzalez, A., 2010. Literacy 2.0 Reading     and Writing in the 21st Century Classrooms,  Bloomington,     IN. Solution Tree Press

### Fair Use Guidelines for Students

### Types of media and permissible amounts

* Motion media, e.g., movies, film clips, excerpts from television shows, etc.:
  + Up to 10 percent of the total or three minutes, whichever is less.
* Text material:
  + Up to 10 percent of the total or 1,000 words, whichever is less.
  + An entire poem of less than 250 words may be used, but no more than three poems by one poet or five poems by different authors in an anthology. For poems exceeding 250 words, 250 words should be used but no more than three excerpts from one poet or five excerpts from different poets in the same work.
* Music, lyrics, and music video:
  + Up to 10 percent of the work but no more than 30 seconds of the music or lyrics from an individual musical work.
* Illustrations or photographs:
  + No more than five images from one artist or photographer.
  + No more than 10% or 15 images, whichever is less, from a collection.
* Numerical data sets:
  + Up to 10 percent or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table.
* Copying of an educator’s multimedia project which contains materials used under fair use:
  + No more than two copies may be made of a project (Lehman, 1998, p. 53-54).

Copyright and Fair Use in the UMUC Online or Face-to-Face Classroom, 2011, University of Maryland University College, retrieved 11/27/2011, http://www.umuc.edu/library/libhow/copyright.cfm#multimedia\_students

**E.7.a. Assessment Matrix**

|  |  |  |
| --- | --- | --- |
| **Skill** | **Performance Objectives** | **Test Items** |
| 1.2  Demonstrate ability to use  Electronic  Card catalogs. | Students will demonstrate their ability to locate resources in the electronic card catalogs. | Assessment 1.2.a  Locating different types of resources in the electronic card catalog.  Assessment 1.2.b  An observation check list will be used to monitor students research skills. |
| 3.2.a  MLA citation practice  3.2.b  Rubric for writing citations | Students will demonstrate their ability to write MLA citations for different types of resources.  Their actual source cards will be evaluated with a rubric. | Assessment 3.2.a  Writing citations for different types of resources. Internet access will be required.  Assessment Rubric 3.2.b  The rubric will be used to evaluate the students source cards for their projects. |
| 3.3  Writing a  bibliography | The students will demonstrate their ability to put their source citations into a bibliography. | Assessment 3.3  Students will use the website to help them create a sample bibliography. |

**E.7.b. Sample Assessment Instruments**

Pre Test:

What is the first step of research?

How do you access the St. Patrick School library electronic card catalog?

How do you access the Cedar Falls Public Library electronic card catalog?

Give an example of a Boolean Operator? What are they used for?

What is a primary source?

**Assessment 1.2**

**Library Electronic Card Catalog Practice Worksheet**

Find a biography about Harry S. Truman. Write the title of the book and the Dewey Decimal number.

Find a newspaper article about Vietnam War protests. Write the name of the newspaper and the date the article appears.

Find a magazine article about John F. Kennedy. Write the name of the magazine, name of the article and the date it was published.

Find a book about the relocation of Japanese Americans during World War II. Write the title of the book and the Dewey Decimal number.

Assessment 1.2.b

Sample Observation Checklist- Library Research

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **St. Patrick Library** | Yes | No |
| Student is on the correct web site and has located the electronic card catalog. |  |  |
| Student is able to use the search function within the catalog system. |  |  |
| Student has located resources related to their research topics. |  |  |

If No to any of the boxes above what assistance was needed?

|  |  |  |
| --- | --- | --- |
| **Cedar Falls Public Library** | Yes | No |
| Student is on the correct web site and has located the electronic card catalog. |  |  |
| Student is able to use the search function within the catalog system. |  |  |
| Student has located resources related to their research topics. |  |  |

If not to any of the boxes above what assistance was needed?

Assessment 3.2.a

MLA Citation Practice Worksheet

Please write a MLA citation for each of the following resources.

|  |  |
| --- | --- |
| **Author** | [Gresko, Jessica A](http://unistar.uni.edu/search~S3?/aGresko%2C+Jessica+A/agresko+jessica+a/-3,-1,0,B/browse) |
| **Title** | **The 1960's / Jessica A. Gresko** |
| **Imprint** | San Diego, Calif. : Kidhaven Press, c2004 |

The following is a YouTube video

<http://www.youtube.com/watch?v=fIKCrgC4tJY&feature=related>

please visit the above site and write a MLA citation.

<http://www.questia.com/PM.qst?a=o&d=14228818>

Please visit the above site and write a MLA citation



Police restrain excited teenagers who tried to overrun barriers when they could not get tickets for the **Beatles** show in Essen, Germany on June 25, 1966. (AP Photo/Schroer

Photo ID #6606251269

<http://www.apimages.com/Search.aspx?st=k&kw=The%20Beatles&showact=results&sort=date&intv=None&sh=10002&kwstyle=or&adte=1322434183&pagez=60&cfasstyle=AND&dteaf=6%2F25%2F1966&dtebf=6%2F25%2F1966>

Please write a MLA citation for the above photo

**Assessment 3.2.b**

**NHD Note and Source Card Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9 – 10 points | 7 – 8 points | 5 – 6 points | 3 -4 points | 1. 2 points |
| 60 to 70 Note and source cards are written. | 50 to 60 Note and source cards are written. | 40 to 50 Note and source cards are written. | 30 to 40 Note and source cards are written. | Less than 30 Note and source cards are written. |
| Neatly written and organized note cards. Organized in a logical and useful way. | Mostly neat and organized note cards. | Somewhat neatly written and/or organized in a useful way. | Either neatly written or organized. | Sloppy, unorganized note cards. Unreadable and no logical order. |
| A wide variety of source materials such as books, websites, photographs, articles, and others discussed in class. Including different points of view. | A variety of source material but missing one or two key types of sources. Including different points of view. | Less than 4 types of source material and heavily one sided in view points. | 2 or 3 types of sources and only one point of view. | One type of resource and only one point of view. |
| Note Cards: One idea per card, noted as to: summarization, paraphrasing or quotations. | One idea per note card, limited notations as to summarization, paraphrasing or quotations. | One idea per note card and no notations as to summarization, paraphrasing or quotations. | More than one idea per note card but includes summarization, paraphrasing or quotation notations. | More than one idea per note card and no notations for summarization, paraphrasing or quotations. |
| MLA Citations: All required information, in the right order and properly punctuated. | All required information with few mistakes in order or punctuation. | Most of the required information, order and punctuation. | Some of the required information and formatting. | Very little citation information and no formatting. |

**Assessment 3.3**

**Bibliography Practice Worksheet**

Using the citations from the MLA citation practice worksheet please assemble the citations into a bibliography using following reference guide.

<http://www.asdk12.org/staff/leseman_wendy/pages/library/PFD_Forms/Hanshew%20bibliography%20guide.pdf>

**E.8.a. Proposed Process**

Evaluations will be completed through observation and the student evaluations. Observation checklist will be used to evaluate the students as they work on their research. Notes will be taken for each students and progress will be monitored through observations and by questioning students as they work. The end product of their research will be evaluated and common errors will be noted. A cross section of students will be interviewed and peers will be asked to evaluate the instructional plan.

**E.8.c. Revision Plan Based on Evaluations**

**Terminal Objective** (Upon completion of the research portion of the National History Day project – approximately 4 hours of instruction)

The 7th and 8th grade students will be able to demonstrate skills learned to complete library data base searches and Internet searches. The students will be able to evaluate a source for credibility and will be able to write a MLA citation for their sources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions [examples]** | **Data Sources** | **Methods** | **Plan for Revision** |
| What factors enhanced transfer of skills. | Learners | Observations, students comments, and students performance | Work time has an impact on performance, I will allow for more in class work time so the students can assist each other and ask questions of the instructor. |
| What factors prohibited transfer of skills. | Learners | Observations, students comments, and students performance | Availability of a computer and the Internet. Not all students have access to a computer and/or the internet at home therefore all work must be done when at school. By building in more in class work time these student needs will be met. |
| Does computer and internet availability impact student performance | Learners | Observations, students comments, and students performance | Access to computers and internet outside of class time has a great impact on performance; therefore I will allow more work time in class so that their technology needs will be met. |
| Do skills address the original need | Peers and Learners | See Sample formative evaluation below | See above |

**E.8.b. Sample Formative Evaluation Instruction [example]**

|  |  |  |
| --- | --- | --- |
| **Question Set One** | **Data Sources** | **Methods** |
| In the instruction clear and age appropriate? | Peers | Interview |
| Is motivation for learning clear? | Peers | Interview |
| Is the terminal objective supported? | Peers | Interview |
| Are the methods of instruction appropriate for the skills being taught? | Peers | Interview |
| How should the instruction be refined or improved? | Peers | Interview |

|  |  |  |
| --- | --- | --- |
| **Question Set Two** | **Data Sources** | **Methods** |
| Were the goals for the project clear? | Learners | Interview |
| Were the teaching strategies appropriate for the skills being learned? | Learners | Interview |
| Was there enough time allowed for instruction? | Learners | Interview |
| Was enough time allowed for work in class? | Learners | Interview |
| How should the instruction be changed or improved? | Learners | Interview |

**E.9.a Proposed Process**

This is an example of what the summative evaluation would look like.

The goal of the course is that 95% of the students creating National History Day projects will be able to locate resources, evaluate sources for credibility, and write proper MLA citations for those sources.

**Congruence:** In order to evaluate this, the needs and goals of the class need to be checked to make sure they are congruent with the instruction.

**Content:** Does the content of the course support the learning of the skills practices required for a historical research project?

**Design:** Does the instruction align with principles of learning and does it motivate the learners?

**Feasibility:** Do all students have access to computers and internet in and outside of class time?

**Outcomes:** How has the instruction impacted the learners, have they achieved the goal of the course?

**Management or Organization:** Willthis instruction meet the standard for research and meet the requirements of the National History Day contest?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Collecting Data | Analyzing Data | Results |
| **Congruence** | Oct. 3 – Oct. 7 | Oct. 8 – Oct. 12 |  |
| **Content** | Oct. 12 – Oct. 17 | Oct. 17 – Oct. 23 |  |
| **Design** | Oct. 12 – Oct. 17 | Oct. 17 – Oct. 23 |  |
| **Feasibility** | Oct.3 – Oct. 7 | Oct. 8 – Oct. 12 |  |
| **Outcomes** | Oct. 3 –Oct. 30 | Oct. 30 – Nov. 9 |  |
| **Management or Organization** | Oct. 3 – Oct 7 | Oct. 8 – Oct. 12 |  |

**E9.b. Identification of Intended Recipient**

The intended recipient of this summative report will be the principal of St. Patrick School and the Cooperating teachers at the 7th and 8th grade level. This team of teachers and administration will determine if the unit of study meets the standards and benchmarks of the school.

**E.10.a. Lessons Learned**

I will admit that as I worked through this process I asked myself why was all this necessary. I have found that it does help to create a quality unit of instruction in the end. It made me really think about what I would be teaching and why I would teach it that way. I am a fairly detail oriented person but not so nit picky that I have to have every single little detail laid out. I have found in teaching that when I have a plan that is too overly structured I get frustrated when things do not go as planned and you can count on things NOT going as planned. Students very rarely conform to a laid out plan, especially middle school students. But as l worked my way through this process I did find that even though it is a very structured plan there is still room for the unexpected happenings of a middle school classroom.

I did find that the chapters we read at the beginning of the semester to be very helpful. I thought about how I wanted to present the information and considered all the options we discussed. I like a hands on classroom environment but these students needed some direct instruction to start them on their research path. I allowed for short lessons on each part of the research process and then gave them structured practice activities so they would have the opportunity to use the information gained in the mini lessons and then ask questions of the instructor when something wasn’t clear or if problems arose as they worked. They were then allowed time in class to work on researching their individual topics.

I like to think that I am very open minded to change and plan lessons that are of the constructivist nature but find myself going back to behaviorism more often than I thought I would. I tried to reach all learning styles by providing both visual, verbal and written materials. Students were given hand outs for reference and were given access to the Google presentation with active links to information resources. They were also encouraged to ask for assistance from their peers and from the instructors in the room.

Throughout this course I have learned the importance of a clear plan of instruction and the need for clear instructional goals. Reviewing the learning and instructional styles has been beneficial. It also reinforced the need for activating prior knowledge.

In the end I want my students to have the skills they will need as they move on in their education. I have learned to write effective instruction in this course through active learning and I will use what I have l learned as I write my lessons in the future.

**Sandra Steinfadt**

**Portfolio Summary**

**6240 Instructional Design and Technology**

**Ping Gao – Fall 2011**

**What was the context (the course, purpose, situation, etc.) in which this artifact was created?**

This National History Day Research lesson was created for the University of Northern Iowa course 6240 Instructional Design and Technology in the fall semester of 2011. This lesson was a final project to demonstrate understanding of the content of the course. To show an ability to put the lessons we read and discussed as a class to a practical and real application.

**What outcome(s) (ECIT standards) were you to demonstrate in creating it? For each outcome, describe how the artifact addresses the standard. (A review of aligned indicators will assist you in completing this response.)**

Standards 1 through 5 were demonstrated in creating the project.

Standard #1 – I evaluated the learners in the class I was creating the lesson for to decide the method of instruction that would be used. I worked to address the different learner characteristics in the beginning phase of the design process.

Standard #2 – In this unit of study, the students explored print and electronic media in their research process. The students have the opportunity to choose the media type they will use in their final projects. They have the choice between web pages, displays, plays, podcasts and writing a paper.

Standard #3 – This unit of study includes online research, I created guidelines for the students and instructed them on how to use Boolean Operators, C.A.R.S. to evaluate the online sources they find and instruct them on the fair use policies they need to follow when creating media projects.

Standard #4 – I created a Google presentation to guide the students through the research process. This presentation was shared with all students so they could refer back to the information when needed. Active links were included in the presentation so the students would have access to the outside resources that would assist them in their research.

Standard #5 – Evaluation instruments were created for use in the unit of study. Evaluation instruments were also set up for evaluations of the unit as a whole by both students and cooperating teachers.

**What problem(s) did you encounter in creating this artifact? What did you learn from encountering this problem, and how can you apply this in your current or future professional life?**

I had a problem understanding the reasoning behind the process we went through to create this artifact. It did not make sense to me to spend 30 to 40 hours to create a lesson that covers 2 to 4 hours of class time. I did not feel we were given enough information to make the connections between what we were reading and discussing and the project we were creating.

I learned that as a teacher I need to be clear on what my expectations are and to make sure the students understand how the work they are doing is connected to their learning. It is difficult to motivate a student who does not see meaning in a task.

I have learned that it is important to be consistent and clear on projects due dates and exactly what you want from your students. When this is not done it creates confusion and frustration for your students. When students are confused and frustrated they lose the motivation to do their best work.

**What does this work show about you and your capabilities?**

I feel it shows that I have a good understanding of instructional design. I can now use the processes I have learned to improve my lesson so they are more student centered and outcome based. I have learned that I can work through problems and frustrations and end up with a quality product. This was a difficult course and I was tempted to give up and retake it later. I am glad that I stuck with it and created something that I can use in my classroom. It is a much better lesson now than when I started and the students will benefit from what I have learned.

**What did completing this work teach you about yourself within the field of instructional technology?**

At this point I am a little under half way through my instructional technology program. I have learned that I am capable of more than I believed at the beginning and also that I still have a great deal to learn. Integrating technology into the curriculum in a meaningful way will take well thought out planning. I will need to set my goals and objectives and then make sure that the activities I plan fit with those objectives. I need to work to go beyond superficial integration to plan activities that are truly integrated with the curriculum. I have found that this is not as easy as I first believed. It is easy to have students do an activity on the computer and call it an integrated activity but if they can do the same thing with out the computer than the activity has failed the goal of integration. I need to remember all that I have learned about different learning and teaching styles and be aware of those styles as I create my lessons.