

Lisbon Exempted Village Schools	
McKinley Elementary School	
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Titles: "Digital Cameras in the Classroom" and "Broad and Narrow Searching Strategies"	

Final Report on Information Literacy Instruction
ILILE Grant/ December 2004
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As noted in the original proposal, our staff development session was to focus on the many uses of the digital camcorder. Our plan altered a bit from our original intent. First, not as many people signed up for the training as we expected. Secondly, our digital camcorder was missing a vital piece for downloading the images into the computer. Therefore, we decided to focus our session on the use of OPAC (our electronic card catalog) and using the digital camera to record short movies. The media specialist was aware that many teachers were not making use of OPAC to locate books that would supplement their curriculum. Nor were they teaching their students how to use the program to independently locate books for research or pleasure. (It should be noted here that our media specialist is at the high school for half a day, and then teaches computer classes in the elementary building during the afternoon. There is an assistant available in the library at all times to check out books, but the responsibility of teaching the students to use the library falls to the classroom teacher.) Finally, after careful consideration, we felt that these two instructional pieces better fit the needs and wants of our staff at this time.

After school on Monday November 8, 2004, we presented the staff professional development opportunity. Beside ourselves, ten staff members attended the session. Attached is a copy of the handout given to the attendees. Besides the technology piece of the development, the teachers were instructed as to broad and narrow searching techniques their students would be receiving. They were also reminded that OPAC is available on their desktop to use as a tool for locating supplemental materials as they plan lessons. We considered this portion of the professional development session a success when a couple of the teachers went over to the library afterwards and checked out books they had found while exploring on the electronic card catalogue.

To facilitate hands- activity, digital cameras were used. The faculty were instructed how to use the digital camera for still pictures and one minute video recordings. The staff members used the cameras to record "mini-movies". We discussed possible applications in the classroom. These ideas included: recording readings of poetry, presenting group projects in various academic areas, presenting a book report,

sending introductory videos to pen pals, and recording short book introductions or persuasive commercials. We believe this session worked better than our original proposal. After further consideration, we felt that it was better to start with a piece of equipment of which the staff was already familiar. Later, this instruction will transfer to the use of the digital camcorder.

Our focus for the student information literacy portion of the grant was broad and narrow searching strategies. (See examples below.) We have begun this portion of instruction, however this is a more involved process. The classroom teacher has presented multiple lessons on the use of using the index, glossary, subtitles and table of contents to locate specific information. The media specialist taught a technology lesson while the students were learning about the classification of animals. After a brief discussion regarding how to narrow a topic when the teacher gives you a broad topic, the students were instructed to use www.infohio.org. They were then instructed to go to Searchasaurus. They chose the topic “animals”. Subtopics such as mammals, pets and farm animals, wild animals, jungle life, and exotic creatures were listed beneath the main topic. The students all agreed this would help them find an animal to do research on. They all selected a subtopic, and found a list of specific animals to research. After choosing a specific animal, a class discussion was held. The students all agreed it was much easier to do a report on this narrow topic than the broader one. They were also instructed on how to do this with SIRS Discovery using its subject tree. Books on animals were also distributed as a source. Students and the media specialist used the books to review the previous lessons of the table of contents, glossary, subtitles and index as another means of narrowing a topic. Students all selected a Broad topic from a list, narrowed it down, and found a book on the OPAC. These exercises were used to prepare students for future research. Many different topics will be researched in the next few months, including Christmas customs, state facts, local history, Native Americans, and volcanoes.

In January we will begin the final portion of our study that ties into our tall tales unit. We will begin exploring local history in depth. The students will be paired with a senior citizen. We will use the senior citizen as a primary resource of what life was like “back then”. Other materials to be used will include local documents and artifacts from the Lisbon Historical Society. We will also use several web sites to locate historical information. (Please see the list below.) As we begin to explore different periods of history, we will introduce the tall tales and several non-fiction books by Bobby Kalman.. These will provide us with a glimpse of the occupations, life styles, food, clothing and language of the times. At the end of our study of tall tales, the students will be asked to take the existing original tall tale that they wrote and change it into a short skit. The skit will be their final presentation.

Another aspect of our plan is to communicate with students in another local community via interactive distance learning. Another teacher in a neighboring school district is exploring local history with her class. We have discussed the idea of having the students present information to one another and compare their historical findings. This should prove to be exciting!

We will continue to monitor student understanding of research skills. As we begin each research project we will review and reteach skills as necessary. We will also monitor student use of the OPAC system and book indexes through observation. There

will be many informal teachable moments available as we choose books each week at the library. The use of the digital camera will also be monitored. We will make ourselves available to help the staff formulate ideas and help with projects as much as possible. We will also invite them to participate in projects we develop.

We hope that our project will create active learners who search out answers to their questions. We will continue to work on research skills. The students are not proficient researchers yet. However, through our project we are establishing a basis for future understanding. As we work on the many research projects through the school year we will see growth. We are confident this project has laid the initial framework for future success.

www.infohio.org (Ohio Kids, American Memory, Ohio Memory)

Broad Topics to be narrowed

Arts

Environment

Famous People

Parts of the human body

Sports

Science

History

Countries

Cultures