**SUMMARY**

**Parent Forum**

**Untangling the WWWeb with BHS Library Wiki**

**September, 10th 2012**

Access the **Belconnen High School icentre** via

* Belconnen High school home page <http://www.blch.act.edu.au/>. Go to *library* then click on *BLCHicentre.*
* Or directly via <http://blchicentre.wikispaces.com/>

Useful websites

* The column on the lefts list topics with useful websites.
* Eg. a link to : ACARA. Descriptions of desired learning outcomes of the Australian curriculum. Primarily designed for teachers.
* Also, a link to Libraries ACT – Join the library tab in “How to use the Library” and under “eResources” in navigation bar – “Search electronic resources” - getting a password and useful eResources such as “Australia New Zealand Newsstand” for subject search to newspaper topics.

Blooms Taxonomy

* Blooms Taxonomy describes the learning process in terms of developing lower order thinking skills to higher order thinking skills.
* Students starting assignments need background knowledge on an assignment topic – they start with lower order thinking skills and then as their knowledge grows they can work towards higher order thinking skills. See the chart below.

Information Literacy

* Using the 6 steps in the Information Literacy Process to scaffold assignments.
* See page 6 of the Study Skills guide.
* Natural process using steps to help accomplish a task, e.g. cooking a stir fry, changing a bike wheel, making a banana sundae.
* Importance of first step: Defining the task – which is where a students’ curiosity is stimulated, connections are made with what they already know – how relevant it is in their lives, background knowledge is built, interesting ideas are discovered, ideas on what they want to explore, where they will find info, in which directions they will go.
* The layout of the home page of the icentre is organized to support the information literacy steps.

Blooms Taxonomy:

|  |  |
| --- | --- |
| Higher Order Thinking Skills | |
| Creating | Designing, constructing, planning, producing, inventing, devising, making, publishing, … |
| Evaluating | Checking, hypothesising, critiquing, judging, testing, moderating, collaborating, … |
| Analysing | Comparing, organising, integrating, outlining, attributing, finding, surveying, … |
| Applying | Implementing, carrying out, executing, using, editing, interviewing, presenting, … |
| Understanding | Interpreting, summarising, classifying, comparing, explaining, exemplifying, … |
| Remembering | Listing, describing, identifying, locating, finding, naming, defining, highlighting, … |
| **Lower Order Thinking Skills** | |

Information Literacy Process:

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| 1. Defining the task |
| 2. Locating the information |
| 3. Selecting your information |
| 4. Organizing your information |
| 5. Presenting / Creating your assignment |
| 6. Reflecting on and Evaluating your process |

Some of the websites illustrated are referenced below:

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| **DEFINING THE TASK** | |
|  | Use to create concept maps. |
|  | Dictionary |
|  | Good for rhyming words |
| **LOCATING THE INFORMATION: Search Tools** | |
|  | Useful to teach the internet search process |
|  | If you have a valid library card, you can get a password over the phone |
|  | Tips when Google searching  For definitions type into Google search “define: “ (NB: the colon and the space are important in some other search engines.)  Add “site: .au” to limit searches to Australian sites.  Use “ quotation” marks around phrases, to search for those phrases rather than the individual words.  Reading Levels can be set in Search Tools on left of general search. |
| Wikipedia. Simple English Wikipedia  http://simple.wikipedia.org/wiki/Main\_Page | Wikipedia: is useful for background reading. These days most sites reliable particularly if there are lots of citations. Be wary if there is a yellow banner at the top. There is a Wikipedia Simple English. |
|  | all sites have been evaluated by “people”; librarian and teachers. |
|  | Oolone: Like a google search, but shows images of the websites. Helps evaluate their usefulness visually. |
|  | Instagrok: have to use at home as it needs Google Chrome, which isn’t supported by school networks, but it is marvelous. Key facts, websites, videos, images and glossary as well as concept map for varying a search.  If you log in you can keep notes in a journal. |
|  | Good site for maths and science. Video links.  NB: always consider teachers may be teaching one technique and the web tool may have another approach. |
|  | Gives maths answers and lots more. Enter what you want to know or calculate. |
|  | GLEAN: comparison search- pros and cons etc. Good for issues. Highlight the words, and sites containing those terms will be searched for. |
|  | Compare anything. Useful for compare and contrast questions |
| **SELECTING INFORMATION** | |
|  | For notetaking: can highlight on internet pages |
| ORGANISING INFORMATION | |
|  | Automatically generates your bibliography in the correct format |
| PRESENTING the ASSIGNMENT | |
|  | Finding and referencing images: FlickrCC is a good source of CC (creative commons) images and it gives a reference to paste under an image.  Advanced search in Google images useful too – set “Usage rights” to “free to use, share or modify” - http://www.google.com/advanced\_image\_search. |
|  | Presentation tool. An alternative to PowerPoint.  Many other Web 2 tools are useful for presentations. |
| REFLECTING AND EVALUATING | |
|  |  |

It is important to encourage students to value their own words, avoid plagiarism and give credit to the words of others.