INFORMATION LITERACY Research and Presentation Skills

<table>
<thead>
<tr>
<th>Info Lit Teachers</th>
<th>Computer Technicians</th>
<th>Library Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Brough</td>
<td>Jody Freer</td>
<td>Marguerite Jones</td>
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<tr>
<td>Bronwyn McLeod</td>
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<tr>
<td>Debbie Morgan</td>
<td>Annette Filippone</td>
<td>Mark Kelly</td>
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<td></td>
<td>Andrea Osborne</td>
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<td>Donna Brough</td>
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Oatlands Primary School

Outline of Presentation

- Life long learning
- Information Literacy Resources
- Teaching Information Literacy
- Info Lit Process - Summary
- Asking Quality Questions
- Copyright
- Activities and Projects
- Cool Web2 Tools
- Info Lit Process – Detail
- Contact Details
‘Our students will live in a world where the only certainty will be change. If they are to manage their lives and fulfil their dreams they will need to become independent lifelong learners able to make intelligent and informed decisions.’


“The availability of digital technologies, means that today’s teenagers bring to school a rich and different set of literacy practices and background that is often unacknowledged or underused by educators.” Students are using the Internet and Web2 technologies to individually or collaboratively create and publish a range of multimedia content including artworks, stories, videos and blogs. The challenge for teachers is to integrate these new skills and opportunities into the existing curriculum.

Considine, D (2009). Teaching and Reading the Millennial Generation Through Media Literacy

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**Information Literacy Resources**

<table>
<thead>
<tr>
<th>Studio</th>
<th>RAPP (Research and Publishing Pod)</th>
<th>Library</th>
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The Information Literacy Centre is made up of three learning spaces:

- Studio,
- RAPP (Research and Publishing Pod)
- Library

A range of ICT Equipment is available for students and staff to borrow.
Classroom ICT Resources

Classroom Computers

Interactive TVs and IWB

Teaching Information Literacy

- **Prep – Year Three**
- **Aims:**
  * To develop a love of reading and an enthusiasm towards literature
  * To teach specific library skills
  * To teach students computers skills so that they can independently use the computers for classroom activities.
  * Establish common language, procedures and processes.
Where is the Green Sheep?

- Read, “Where is the Green Sheep” by Mem Fox
- Discuss:
  - Author, Illustrator, Call number
  - Where we would find the book in the Library
- Complete a fun art activity relating to the story.
- Brainstorm different types of sheep and write the suggested words on the whiteboard.
- Ask students to choose a sheep to draw in KidPix.
- Ask students to type, “Where is the _____ sheep?”
- Combine all the students’ pictures to make a class book.

Teaching Information Literacy

- **Year Four– Year Six**
- By Year Four students already have a wide range of skills.
- Aims:
  - To reinforce, practice, and fine tune computer skills
  - To teach effective research skills
  - To teach effective presentation skills
- Students participate in a major project or Web Quest each term.
**Web 2.0**

- Blogging – Global Student
- Images – Flickr, Google Images,
- Google Maps
- Instant Messaging – (MSN)
- LMS– Sharepoint, Moodle
- Online Office Suites – Google Docs
- Personal Dashboard - iGoogle
- Podcasting - (Photostory)

- Presentation
- Screen Capture - Snagit
- Screencasting – Snagit, Jing
- Social Bookmarking - Delicious
- Social networking – Superclubs Plus,
- Web Conferencing - Skype
- Wikis – Wiki Spaces

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**Information Literacy Process**

- Defining
- Locating
- Selecting
- Organising
- Presenting
- Assessing (Reflecting)

This version of the Information Literacy Process was described by Barbara Braxton.

Kidspiration
www.inspiration.com/Kidspiration

Webspiration
www.mywebspiration.com

Information Sources:
- contacting experts (Skype)
- searching the Internet
  - Search Engines
  - Hot Lists
  - SharePoint
  - Tag Clouds
- referring to library books
  http://delicious.com/
Essential
- Searching safely
- Searching effectively
- Evaluating websites

www.images.google.com
www.flickr.com

Students should record all their information, images and references in a data grid.
Students are encouraged to present their information in one of the following formats:
- Blog Post
- Trading Card
- Vodcast

**Stage Six: Assessing**

- At the completion of the unit students should be encouraged to reflect on their learning.
- They might consider their:
  - new understandings,
  - final product and
  - organizational and group skills.
- Students may be asked to complete a self assessment task, possibly a rubric.
Ask Quality Questions

Jamie McKenzie “Which of the following captains was the best at navigation? Captain James Cook, Captain Matthew Flinders, Captain George Vancouver, Captain William Bligh

Barbara Braxton “Many of Canberra’s suburbs are named after people who have made a significant contribution to Australia. . . If you had the task of naming a new suburb of Canberra what would you call it? Have each student choose a “significant Australian” and write a report about their life and contribution to the country. They can use this research to develop and deliver a speech which would persuade a panel that their “significant Australian” should have a suburb named after them.”

All you need to teach Information Literacy – by Barbara Braxton

Copyright
Smart Copying
Creative Commons Australia
Creative Commons Videos
New CC Information Pack

www.smartcopying.edu.au
http://creativecommons.org.au/
http://creativecommons.org/videos/
# Creative Commons

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Licensing Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://creativecommons.org" alt="Attribution" /></td>
<td><strong>Attribution</strong>&lt;br&gt;This applies to every Creative Commons work. Whenever a work is copied or redistributed under a Creative Commons licence, credit must always be given to the creator.</td>
</tr>
<tr>
<td><img src="http://creativecommons.org" alt="Non Commercial" /></td>
<td><strong>Non Commercial</strong>&lt;br&gt;Let others copy, distribute, display, and perform your work — and derivative works based upon it — but for non commercial purposes only.</td>
</tr>
<tr>
<td><img src="http://creativecommons.org" alt="No Derivative Works" /></td>
<td><strong>No Derivative Works</strong>&lt;br&gt;Let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.</td>
</tr>
<tr>
<td><img src="http://creativecommons.org" alt="Share Alike" /></td>
<td><strong>Share Alike</strong>&lt;br&gt;Allows others to distribute derivative works only under a licence identical to the licence that governs your work.</td>
</tr>
</tbody>
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[http://creativecommons.org.au/licences](http://creativecommons.org.au/licences)

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# Searching for Creative Commons Content

Flickr and Google both allow you to search for Creative Commons Content under their Advanced Search tabs.

Share Point

Teachers
- Add Announcements
- Check teacher absences and replacements
- Add important dates to the calendar.
- Log ICT fault
- Upload links for students
- Download school documents

Students
- Follow links

https://intranet.oatlandsps.vic.edu.au

Oatlands Moodle
Snagit/Jing
http://moodle.oatlandsps.vic.edu.au
http://www.techsmith.com/
Cyber Camping

- Google Docs [http://docs.google.com/](http://docs.google.com/)
- iGoogle [http://www.google.com/ig](http://www.google.com/ig)

Cyber Camping

Step One – Select a National Park

- National Parks
  - Park Features:
    - Water:
    - Trail:
    - Campsite:
    - Wildlife:
    - Historical Sites:
    - Amenities:
    - Rules:
    - Parking:
    - Pets:
    - Campfire:
    - Fees:
  - Park Map:
  - Contact Information:
  - Additional Information:
  - Visitor Comments:

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  - Park Features:
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    - Pets:
    - Campfire:
    - Fees:
  - Park Map:
  - Contact Information:
  - Additional Information:
  - Visitor Comments:
Cyber Camping
Step Two - Be Prepared

Cyber Camping
Step Three - Present your Results
Week 1: Planning and Scripting
Week 2: Recording with the Flip Video Cameras
Week 3: Editing with Movie Maker
Week 4: Burning to DVD, designing and printing DVD Sticker and Cover

Joint Information Literacy and Classroom Project
Much higher quality content
Filmed with a variety of Cameras
Edited in Movie Maker
Google Maps has absolutely endless classroom applications. Particularly if you aren't afraid of spending too much of your internet budget.

www.maps.google.com
Image Generators

http://generatorblog.blogspot.com/
http://bighugelabs.com/
http://www.says-it.com/softdrink
http://wigflip.com/tinytags/
http://how2.globalteacher.org.au/2008/02/25/6-online-image-generators/

Wordle

http://www.brighthub.com/education/k-12/articles/58905.aspx
http://www.skillsworkshop.org/l1lit/l1l2wordlehomophones.pdf
http://www.skillsworkshop.org/gennum/e1e2e3wordlenumeracy.pdf

Chocolate Wordle
Shape Collage for Windows

WEB 2 TOOLS

- http://www.shapecollage.com/
- Shape Collage for Windows Info Sheet

Oatlands Primary School

Internet Issues

- Web 2 accounts
- Responsibility for work published from home
- Spelling!!
- Costs
- Copyright
- Confidentiality
- Safety
Locating Websites


Why Evaluate Websites?

http://zapatopi.net/treeoctopus/
Tools for Evaluating Websites

- Authority
- Accuracy
- Objectivity
- Coverage
- Currency
- Useability
- Design
- Accessibility


Using URLs to Evaluate Sites

http://www.curriculum.edu.au/communities/scienceednet/m2t4readingurl.htm

Personal sites ~

http://fly.mywaay.net/~fbloggs/

http://www.curriculum.edu.au/communities/scienceednet/m2t4readingurl.htm
## Using URLs to Evaluate Sites

<table>
<thead>
<tr>
<th><strong>Abbreviation</strong></th>
<th><strong>Type of organisation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>edu</td>
<td>education</td>
</tr>
<tr>
<td>gov</td>
<td>government</td>
</tr>
<tr>
<td>com</td>
<td>commercial</td>
</tr>
<tr>
<td>org</td>
<td>large non-commercial, non-government organisation</td>
</tr>
<tr>
<td>net</td>
<td>network infrastructure and Internet service providers</td>
</tr>
<tr>
<td>ac</td>
<td>academic (sometimes used outside Australia for education)</td>
</tr>
<tr>
<td>mil</td>
<td>Military</td>
</tr>
<tr>
<td>int</td>
<td>International organizations</td>
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**Code**

<table>
<thead>
<tr>
<th><strong>Country</strong></th>
<th><strong>Code</strong></th>
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<tbody>
<tr>
<td>Australia</td>
<td>au</td>
</tr>
<tr>
<td>Canada</td>
<td>ca</td>
</tr>
<tr>
<td>France</td>
<td>fr</td>
</tr>
<tr>
<td>Indonesia</td>
<td>id</td>
</tr>
<tr>
<td>Japan</td>
<td>jp</td>
</tr>
<tr>
<td>Korea</td>
<td>kr</td>
</tr>
<tr>
<td>New Zealand</td>
<td>nz</td>
</tr>
<tr>
<td>Singapore</td>
<td>sg</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>uk</td>
</tr>
</tbody>
</table>


[http://www.iso.org/iso/country_codes/iso_3166_code_lists/english_country_names_and_code_elements.htm](http://www.iso.org/iso/country_codes/iso_3166_code_lists/english_country_names_and_code_elements.htm)

Turtles are reptiles. Turtles live in the water and have flippers for swimming. Turtles can swim as fast as humans can run on land. They move their front flippers through the water like birds use their wings. Their rear flippers do the steering. Most turtles can pull their head, legs and tail into their hard shell for protection but sea turtles can't do this. A turtle's shell is made up of two bits. The bit that covers the back is called the carapace and the bit that covers the turtle's belly is called the plastron. A turtle's head is covered in hard scales. Turtles don't have teeth but they have a strong beak with a sharp edge so they can cut food like sea grasses. They have to go to the surface to breathe so if they get caught in underwater fishing nets they will drown. Turtles hatch from eggs. The females lay their eggs on land. They dig a hole in the ground, lay the eggs in the hole and then cover them with soil. The mothers then go away. The sun's warmth hatches the eggs. Female turtles hatch from the warmer eggs on top, males from the deepest and coolest eggs in the nest. When they are about 40 years old they will come back to the same beach to mate and lay their eggs. Some turtles can live to be over 100 years old.
Thankyou

Donna Brough
Information Literacy Specialist Teacher
brough.donna.d@edumail.vic.gov.au

Bronwyn McLeod
ICT Coordinator
Information Literacy Specialist Teacher
mcleod.bronwyni@edumail.vic.gov.au

Oatlands Primary School
Kurrajong Road,
Narre Warren, 3805
www.oatlandsps.vic.edu.au