(1) Evaluating Internet Resources: Most of what is posted on the Internet has never been subjected to the rigors of peer review common with many traditional publications. Students must learn to evaluate the reliability of information of the websites they visit.

- Select two websites that provide information about a topic related to your curriculum. Cite the URLs and names of both sites and explain which is more reliable using evaluation criteria.

I do a small unit each year on the contributions of different social leaders who worked to achieve civil rights for people in their respective countries including MKL and Gandhi. Below are two website purported to be about Martin Luther King Jr. To an adult with a wide frame of reference it is obvious which is the legitimate site and which is the false, extremely false one.

http://www.thekingcenter.org
vs.
http://www.martinlutherking.org

Using the criteria we discussed in class and in our 514 Web CT chat, the King Center site has a number of features that distinguish it from the false slanderous other site. The King Center site has:

1.) interactive elements that are actually interactive (rather than static Word pages).
2.) a variety of elements including the audio and visual elements including audio clips of MLK's actual speeches and exact words.
3.) links and connections to numerous other organizations that are known to be legitimate.
4.) endorsement by Ms. Coretta Scott King herself
5.) lists of links and published scholarly papers about the Civil Rights Movement and Dr. King himself including items from the Library of Congress. (See screen shot below.)
(2) Research with Electronic References: Since we live in the Information Age, it is particularly important that teachers are able to access and evaluate information to prepare accurate, up-to-date lessons, and to teach their students the principles of electronic research. In this activity you will examine a variety of electronic references in your quest to acquire information for lessons or other professional activities.

- Identify two topics to research using electronic references (broadcast news, almanacs, quotations, etc.). Research the first topic using at least one resource from each of five categories of electronic resources. Repeat the process with the second topic, using references from five additional categories. Include the URL, name of the resource, key information acquired, and a screen capture from each resource. (See examples of research ideas).
- Identify the special features (e.g. hypertext linking of terms, Boolean search capabilities, archival search, knowledge tree, downloadable movies, online audio transcripts, animations, translations, reference lists, printer-friendly output, multimedia links, PDA or bookreader download, visible directory structure, etc.) of each of the reference tools you have used.
- Compare and contrast electronic references with their traditional paper counterparts. Discuss at least ten tasks or features that are possible with electronic resources that are not possible with traditional paper resources.
- Develop a lesson plan that incorporates electronic references. Your lesson plan should require students to use two or more electronic references to address a specific curricular objective.

**TOPIC I: CLASSIC LITERATURE**

|-------------------|-----------------|---------------------|----------------|----------------|

NPR article: “Inner City teacher Takes No Shortcuts”

WIKIPEDIA: entry “classics”

PERRY-CASTENEDA MAPS

LAFL Title found: Classics In The Classroom

WORDSMYTH Looked up: “classical”

…about excellence in teaching and how use of the classics enhances students learning at all grades and socio-economic

The phrase “the classics” is often misused. It refers specifically to art and literature from Greek and Roman antiquity, not

Shows ancient Greece, corresponding to periods of “classical antiquity”.

Help creating lesson plans that make “classic” literature accessible to students.

Wordsmyth’s definition confirms the reference to Greek and Roman antiquity.
TOPIC II: LITERACY/EDUCATION AND INCOME

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<tr>
<td>TIME MAGAZINE: search for education and income</td>
<td>THE WORLD FACTBOOK (USA)</td>
<td>CSUN DEMOG. MAPS</td>
<td>CSUN LIBRARY</td>
<td>BARTELBY</td>
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This link brought up a list of demographic info on Southern California including education and income.

Endless facts about US demographics and statistics, including literacy/education.

Numerous maps about greater Los Angeles area statistics. Includes maps showing income levels by area and education by area for comparison.

Endless books… I searched for education and income.

“My life and education both do Learn me to respect you…”

Othello, ACT I, Scene iii

(3) Educational Research: Teachers should be familiar with research related to the teaching of their discipline. The Educational Research Database (ERIC) provides access to abstracts from numerous educational publications, and is the best place to start when conducting educational research.

Find two or more abstracts of recent, relevant articles related to the use of technology in the teaching of your subject. Summarize implications for the teaching of your subject. Cite the articles using APA format, and include the text of the abstracts.
ARTICLE ONE:
Using Computers in the Classroom To Support the English Language Arts Standards, (Bauer, Audra L.)

This article implies that newer teachers are more likely to use and be comfortable with technology in the classroom for teaching Language Arts. It also illustrates that English teachers report a greater inclination to incorporate technology into classroom instruction if they are given comprehensive staff development on it and if there is ongoing support rather than a one-time crash course.

Abstract:
This paper discusses the development of effective staff development programs to support use of computer technology in the elementary school classroom. Elements discussed include strategies to reach reluctant technology users, and suggestions for getting started with such a program. The paper also presents the findings of a survey study exploring fourth-grade teachers' knowledge in using computer technology in general as well as using computers in the classroom to support the English Language Arts standards. Participating in the study were 11 fourth-grade teachers in a public school in Orange County, New York. Teachers completed a 10-item survey assessing their use of technology, the availability of technology, and knowledge of the English Language Arts standards. Responses suggested that teachers with the most experience teaching were the least likely to use computers regularly and were more likely to feel unprepared to use computers. Relatively new teachers had more confidence in their ability to use technology to support the curriculum as well as to support the English Language Arts standards. Both experienced and less experienced teachers agreed that their district provided inadequate technology training. All teachers were familiar with the English Language Arts standards, and their examples illustrated the use of computers to support these standards. Most teachers recommended ongoing support in the use of computers in the classroom and thought that they were
expected to donate too much of their own free time to learning the new tools. (Contains 13 references.) (KB)

ARTICLE TWO:
Using a Networked Mac Lab To Facilitate Learning in Art, Foreign Languages, and English, (Brutchin, Patricia; And Others)

This article is more of a report on the benefits of using computer based Learning in Spanish and arts classes and how students were more likely to Retain vocabulary and spelling by using the programs on the computer Rather than traditional "repetitive" grammar exercises.

Abstract:
These presentations examine the use of a new Macintosh Lab in Commercial Art Technology, Spanish, and English Composition classes at Clark State Community College. The first paper describes the Commercial Art Technology program at the college, highlighting the use of the Mac Lab installed in September 1993 and discussing the Electronic Publishing, Layout II, Layout III, Computer Art, and Portfolio Development courses which are based on the lab. Benefits highlighted from the use of the lab include the opportunity for immediate feedback and student/instructor teamwork. The second presentation focuses on the use of the software, Aspects, via the lab in first- and second-year Spanish classes. This section indicates that groups of three to four students "converse" in Spanish on the network and that at the end of class sessions print-outs allow students to review grammar problems. Benefits described include the ability of students to grasp spelling faster and retain more vocabulary and of teachers to break away from traditional repetitive grammar exercises to allow more time for oral communication. The final paper discusses the goals and benefits for students and teachers of using the lab in English Composition, including providing students with word-processing experience and experience with a decentralized, collaborative classroom; providing teachers with a new way to use anonymous, conferenced peer editing; and, in general, more collaboration among students. Student art samples and information on software used in art and layout of the English classroom are included. (KP)

(4) Online Academic Journals: A growing number of academic journals are available online, some of which are free, and others of which require a subscription.

Find an electronic journal related to your subject and include a screen capture of a relevant article. Briefly summarize the article.

Administrators should be familiar with the legal code as it pertains to education. Research a legal case relevant to education in secondary schools and include a screen capture from
**Classroom Focus: The U.S. Midwest**

**Teaching Culture in Adult ESL: Pedagogical and Ethical Considerations**

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**Abstract**

Several scholars have criticized ESL language pedagogy that promotes Western values. They caution against using approaches that are hegemonic and ultimately self-serving. This issue is most salient in the area of teaching culture to adult ESL learners. Despite criticism, teachers of adult ESL find that teaching culture is part of the adult ESL program. This article examines the ethical and pedagogical dimensions of teaching culture to adult ESL learners. Results of a qualitative study of an adult ESL program and its approach to culture in the classroom are presented. Findings show that while some criticisms may be warranted, teaching culture is believed to be important to communicative competence, and teachers and students acknowledge this.

Below is a screen shot from an article at the Legal Defense Fund website. The article examines the progress and failures of the American education system, in upholding the decision of Brown vs. Board, 50 years later. It discusses how we as a people have upheld and honored B vs. B and also where we have failed to do so.

Full text of the article is available at:  
http://www.naacpldf.org/content.aspx?article=572
(5) Locating multimedia teaching resources: At many libraries, teachers can obtain cards which give them special privileges as educators, including the ability to check out more resources and keep them longer. Teachers can check out books, CDs, DVDs and videos.

Find a video related to the teaching of your course in the Los Angeles Public Library System (or other public library system), CSUN main library, or the CSUN Teacher Curriculum Center. Describe the video resource and its call number, and if possible, find a teacher study guide for the video by performing an Internet search.

- Using an advanced search engine with Boolean search features (such as Altavista), find text from one of your students or from a website related to your field that appears to be plagiarized. Copy and paste the text and the URLs of both pieces in question. Alternatively, you may wish to use an online plagiarism detection service such as tunitin.com

Below is a screen shot of a video from the LAPL. The shot includes the call number of the video entitled, “The Complete Works of William Shakespeare” by the Reduced Shakespeare Company. They are a 3-person troupe that goes through the entire canon of WS in under an hour. It is extremely funny and would be a good and entertaining introduction to Shakespeare for 7th graders. It removes a lot of the notion that Shakespeare is boring and difficult.
ADDITIONAL CRITERIA FOR LEGITIMACY OF WEBSITES:

Justin Miller>> the quality and quantity of corroboration
Jonathan Malmed>> source, accurate citing of information, recognizable sources of information, corroboration from multiple places as to validity of information
Tiffany Owens>> 1.) links to other known, established, reliable sites, 2.) affiliations with organizations that are known to be valid, peer-reviewed, 3.) endorsements by figures known to be legitimate and established in the field or on the topic.
Nancy Alejo>> Institution, agency, peer review, publisher, date
Jessica Levine>> You should always have backup forms of research (data). Do not just rely on one piece of information. Use various sources.
Sheryl Recinos>> When I teach my students how to determine the validity of internet research, I always ask them to check the source. If the source is not from an educational setting, a school, a news channel, or a reputable company, I ask them to look at the information very carefully.
Thomas Alfera>> 2-3 sources, widespread approval, if I say it!:-)
Felicia Yang>> Look for evidence that backs up the information
Duygu Kangal>> writer of the article and his/her credibility,
    last update, bibliography, end notes, source,
Charles Bewley>> Research for article based on at least one primary
    source; all references clearly cited
Jung Chang>> if one can make a persuasive argument with textual
    support I am fine.
Jacqueline Lopez-Mata>> It is important for students to distinguish
    between facts and opinions. We would discuss sources that
    are made up of mostly facts and sources that are not facts.
Julie Steyer>> research more than one site
Jeffrey Raigoza>> Ask yourself, does this make sense? Then, investigate.
James Rozsa>> Documents are generally reliable if they come from
    .edu sites, non-profit organizations, medical journals, and
    other scholarly journals.
Rachel Cimino>> biased, reputable source? I think I know it when
    I see it. But, I cannot articulate it well.