



TEACHING ELECTRONIC LITERACY

A Concepts-Based Approach for
School Library Media Specialists

KATHLEEN W. CRAVER

Greenwood Professional Guides in School Librarianship

Teaching Electronic Literacy A Concepts Based Approach For School Library Media Specialists

Raffaela Di Napoli



Teaching Electronic Literacy A Concepts Based Approach For School Library Media Specialists:

Teaching Electronic Literacy Kathleen W. Craver, 1997-09-30 School library media specialists will find this concepts based approach to teaching electronic literacy an indispensable basic tool for instructing students and teachers. It provides step by step instruction on how to find and evaluate needed information from electronic databases and the Internet, how to formulate successful electronic search strategies and retrieve relevant results, and how to interpret and critically analyze search results. The chapters contain a suggested lesson plan and sample assignments for the school library media specialist to use in teaching electronic literacy skills to students and teachers. Dr. Kathleen W. Craver, a nationally recognized specialist in technology in the library media center, identifies the universal concepts of electronic literacy and provides the library media specialist with the rationales, background, methods, and model assignments to teach students and faculty to become proficient and critical users of electronic information technologies. At the beginning of each chapter, Craver furnishes a rationale for change that school library media specialists can use to justify these essential modifications to their teaching curriculum. Chapters include: The Structure of Electronic Information, The Common Vocabulary and Characteristics of Electronic Resources, Formulating Electronic Search Strategies, The Physical Arrangement of Information, Choosing Appropriate On Site and Remote Electronic Libraries, Choosing Appropriate Electronic Databases, Internet Search Tools and Techniques, Identifying Electronic Resources, On Site Electronic Records Access, Using Primary Electronic Resources, and Evaluating Electronic Sources. The Appendix contains a list of principal vendors, a glossary of terms, and a bibliography of suggested reading. This basic teaching guide provides the media specialist with all the tools necessary to help novice users to be successful and avoid the frustration of electronic database searching and retrieval. Using Internet Primary Sources to Teach Critical Thinking Skills in History Kathleen W. Craver, 1999-10-30 History teachers and school library media specialists will find this guide a valuable resource for creating technologically advanced resource based instructional units in American and World History in grades 7-12. It is filled with 150 recommended primary source Internet sites about history ranging from ancient civilizations to 1998 and is stocked with exciting, interesting, and challenging questions designed to stimulate students' critical thinking skills. Dr. Craver, who maintains an award-winning interactive Internet database and conducts technology workshops for school library media specialists, provides an indispensable tool to enable students to make the best use of the Internet for the study of history. Each site is accompanied by a summary that describes its contents and usefulness to history teachers and school library media specialists. The questions that follow are designed specifically to stimulate critical thinking skills. Critical thinking skills are deemed essential for students if they are to succeed academically and economically in the twenty-first century. An annotated appendix of selected primary source databases includes the Internet addresses for 60 additional primary source sites. Using Internet Primary Sources to Teach Critical Thinking Skills in Mathematics Evan M. Glazer, 2001-08-30 Mathematics teachers and school library media specialists

will find this book a valuable resource for using the Web to promote critical thinking in the high school mathematics classroom. It is filled with instructional strategies and an expansive set of activities that cover a broad array of mathematics topics spanning from prealgebra through calculus. Teachers using the questions and activities in this book will help their students meet the standards set forth by the National Council for Teachers of Mathematics. Various types of mathematics related sources on the Internet are outlined within this book including data and simulations related to real world situations such as saving funds and computing interest earned for college purchasing a home or decoding train and plane schedules. The author develops a framework for critical thinking in mathematics and helps teachers create a supportive classroom environment. Each activity highlights a web source, the mathematics topics involved, the appropriate grade levels of study, possible student investigations, and related web sources for continued exploration promoting a student centered inquiry.

Using Internet Primary Sources to Teach Critical Thinking Skills in Geography Gary S. Elbow, Martha B. Sharma, 2000-09-30 Geography teachers and school library media specialists will find this resource indispensable for providing classroom lessons and activities in critical thinking for geography students in grades 7-12. It is filled with over 75 primary source Internet sites covering such topics as Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography, and will be an invaluable tool in helping teachers and librarians meet the standards set forth in the 1994 publication *Geography for Life: National Geography Standards*. Each site is accompanied by a site summary that describes the site contents and usefulness to geography teachers and school library media specialists. Site subjects include Urban Landscapes, Volcanoes and Earthquakes, Weather, The U.S. Census, and the World Wildlife Fund Global Network. The questions and activities that follow are designed to develop critical thinking skills for both oral and written presentations. An appendix of additional geography resources includes Internet addresses for approximately 25 sites relating to maps, primary sources, and critical thinking. This will provide teachers and librarians with even more resources for developing lessons to help each student meet all 18 of the National Geography Standards.

Using Internet Primary Sources to Teach Critical Thinking Skills in Visual Arts Pamela J. Eyerdam, 2003-03-30 Use the Internet to teach visual arts and refine students' critical thinking skills. This book is based on the Discipline Based Art Education program, a proven art instruction program that teaches everything from the creative process and art history to criticism and aesthetics. An abundance of primary source Web sites and background information is offered. The main focus of the book is western art history and painting, but examples of sculpture, drawings, prints, and architecture are included along with a chapter on diversity. Part I provides background material. A brief history of art education is presented followed by a review of the components of design elements and principles. The book describes using the Internet as a primary source by identifying and evaluating websites. Part II follows the program through the main historical periods from prehistoric and ancient Middle Eastern art through the Renaissance through the 20th century. A bibliography and index are included. *Using Internet*

Primary Sources to Teach Critical Thinking Skills in World Languages Kent Norsworthy, Grete Pasch, 2000-11-30 Language teachers social studies teachers and school library media specialists will find this resource invaluable for providing lessons and activities in critical thinking for students in grades 7-12. It is filled with over 200 primary source Internet sites covering the Chinese, French, German, Spanish, Japanese, Russian, and Latin languages. Each Web site will help reinforce language skills while providing students with interactive lessons on the unique culture of the peoples who speak the language. The next best thing to visiting the country itself. For each of the 56 primary Web sites, a site summary is given describing its contents and usefulness to teachers and school library media specialists. Site subjects may include a country's radio or news program, the history of a country, and its visual arts including museums, foods eaten by the people who speak this language, and recipes on how to prepare them, ceremonies, customs, and sports enjoyed, geography of the countries who speak this language, and sites to help practice the language itself. Following are a list of questions and activities which students can prepare orally or in written form, and at least four more related Web sites are provided for further study. Using this book will not only help students increase their language skills, but it will also open up the entire culture to enable students to experience it just as if they were visiting.

Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues James M. Shiveley, Phillip J. VanFossen, 2001-09-30 Teachers of political science, social studies, and economics, as well as school library media specialists, will find this resource invaluable for incorporating the Internet into their classroom lessons. Over 150 primary source Web sites are referenced and paired with questions and activities designed to encourage critical thinking skills. Completing the activities for the lessons in this book will allow students to evaluate the source of information, the content presented, and its usefulness in the context of their assignments. Along with each Web site, a summary of the site's contents identifies important primary source documents such as constitutions, treaties, speeches, court cases, statistics, and other official documents. The questions and activities invite the students to log on to the Web site, read the information presented, interact with the data, and analyze it critically to answer such questions as: Who created this document? Is the source reliable? How is the information useful, and how does it relate to present-day circumstances? If I were in this situation, would I have responded the same way as the person in charge? Strengthening these critical thinking skills will help prepare students for both college and career in the 21st century.

Block Scheduling and Its Impact on the School Library Media Center Marie Shaw, 1999-02-28 Across the country, educators are facing the challenge of restructuring the secondary school to meet the needs of students in the twenty-first century. Block scheduling provides sustained time and fosters an environment for active and experiential learning, a key to student success in life. The author, who has spearheaded the adoption of block scheduling in her school's library media center, has prepared a complete guide for library media specialists contemplating or moving to block scheduling. In preparing this guide, she has incorporated the experiences of twelve secondary school libraries across the country that have also moved to

block scheduling Step by step this guide walks the library media specialist through planning networking curriculum and instruction professional development technology and assessment Practical suggestions forms lesson plans and case studies of other media centers that have successfully adopted block scheduling will help the library media specialist to make the transition to the block Block scheduling places a high demand on staff materials and information technologies Shaw stresses that networking of people and resources is essential to successful adoption of block scheduling She takes the reader through the planning and transitional phases of a high school adopting block scheduling and addresses concerns about instructional change ongoing curriculum and the role of the library media specialist as a teacher of information technology She provides ideas on where to find professional development and how to network with other library media specialists with expertise in the block and offers practical suggestions on resource sharing study hall flexible scheduling budget collection development substitute teachers and assessment techniques

Electronic Literacies Mark Warschauer,1998-11-01 Electronic Literacies is an insightful study of the challenges and contradictions that arise as culturally and linguistically diverse learners engage in new language and literacy practices in online environments The role of the Internet in changing literacy and education has been a topic of much speculation but very little concrete research This book is one of the first attempts to document the role of the Internet and other new digital technologies in the development of language and literacy Warschauer looks at how the nature of reading and writing is changing and how those changes are being addressed in the classroom His focus is on the experiences of culturally and linguistically diverse learners who are at special risk of being marginalized from the information society Based on a two year ethnographic study of the uses of the Internet in four language and writing classrooms in the state of Hawai i a Hawaiian language class of Native Hawaiian students seeking to revitalize their language and culture an ESL class of students from Pacific Island and Latin American countries an ESL class of students from Asian countries and an English composition class of working class students from diverse ethnic backgrounds the book includes data from interviews with students and teachers classroom observations and analysis of student texts This rich ethnographic data is combined with theories from a broad range of disciplines to develop conclusions about the relationship of technology to language literacy education and culture Central to Warschauer s discussion and conclusions is how contradictions of language culture and class affect the impact of Internet based education While Hawai i is a special place the issues confronted here are similar in many ways to those that exist throughout the United States and many other countries How to provide culturally and linguistically diverse students traditionally on the educational and technological margins with the literacies they need to fully participate in public community and economic life in the 21st century The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Creating Cyber Libraries Kathleen W. Craver,2002-05-30 As prices of traditional library materials increase and space to house them shrinks savvy school library media specialists are creating

cyber libraries or school libraries on the Internet These libraries offer students and their parents 24 hour access and are invaluable for providing up to date information in a way traditional materials cannot This guide outlines the steps library media specialists can take to create a cyber library provide content and policies for use and maintain it for maximum efficiency Craver justifies the need for cyber libraries in the 21st century and how they can help librarians to meet the standards in Information Power 1998 She explains the different types of cyber libraries available along with their advantages and disadvantages She discusses how to construct them using portals or by acquiring fee based cyber libraries and what policies should be in place to protect both the school and its students Also included are instructions for establishing remote access to subscription databases creating cyber reading rooms and providing instructional services to student users Once a cyber library is created it must be maintained and evaluated to keep it useful and current and this book provides guidelines to do so Finally there is a chapter on promoting the cyber library so the school community is aware of its features and participates in its growth process No school library should be without this volume *Collection Management for School Libraries* Joy McGregor,Ken Dillon,James Henri,2003 Co published with Charles Sturt University Centre for Information Studies *Library and Information Science Trends and Research* Amanda Spink,Jannica Heinström,2012-12-17 Suitable for undergraduate and graduate students academics educators and information professionals interested in library and information science this title provides an understanding of the advanced directions in library and information science management education and research in Europe *Censorship and the School Library Media Center* Nancy Kravitz,2002-10-17 Explores the issues surrounding intellectual freedom and censorship as they apply to the school media center discussing how librarians can follow proper protocols without denying students access to important information

Pennsylvania Guidelines for School Library Information Programs ,1999 Information Power American Association of School Librarians,Association for Educational Communications and Technology,1998-07 Since its publication in June 1998 Information Power has become the most talked about book in the school library world **Information and Technology Literacy: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2017-08-30 People currently live in a digital age in which technology is now a ubiquitous part of society It has become imperative to develop and maintain a comprehensive understanding of emerging innovations and technologies Information and Technology Literacy Concepts Methodologies Tools and Applications is an authoritative reference source for the latest scholarly research on techniques trends and opportunities within the areas of digital literacy Highlighting a wide range of topics and concepts such as social media professional development and educational applications this multi volume book is ideally designed for academics technology developers researchers students practitioners and professionals interested in the importance of understanding technological innovations **Leadership for Today's School Library** Patricia Jane Wilson,Josette Lyders,2001-05-30 Presents strategies for a student centered library program suggesting methods librarians

can use to learn to work together with principals and teachers to build a curriculum incorporate state and national standards and implement technology *The Routledge Companion to Accounting Education* Richard M.S. Wilson,2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students to the accounting profession and to stakeholders in the wider community This book s over riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain including emerging and cutting edge issues as a foundation for facilitating improved accounting education training scholarship and research in order to enhance the educational base of accounting practice The Routledge Companion to Accounting Education highlights the key drivers of change whether in the field of practice on the one hand e g increased regulation globalisation risk and complexity or from developments in the academy on the other e g pressures to embed technology within the classroom or to meet accreditation criteria on the other Thirty chapters written by leading scholars from around the world are grouped into seven themed sections which focus on different facets of their respective themes including student curriculum pedagogic and assessment considerations *El-Hi Textbooks & Serials in Print, 2000 ,2000* **International Handbook of Media Literacy Education** Belinha S. De Abreu,Paul Mihailidis,Alice Y.L. Lee,Jad Melki,Julian McDougall,2017-04-21 At the forefront in its field this Handbook examines the theoretical conceptual pedagogical and methodological development of media literacy education and research around the world Building on traditional media literacy frameworks in critical analysis evaluation and assessment it incorporates new literacies emerging around connective technologies mobile platforms and social networks A global perspective rather than a Western centric point of view is explicitly highlighted with contributors from all continents to show the empirical research being done at the intersection of media education and engagement in daily life Structured around five themes Educational Interventions Safeguarding Data and Online Privacy Engagement in Civic Life Media Creativity and Production Digital Media Literacy the volume as a whole emphasizes the competencies needed to engage in meaningful participation in digital culture

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