

STRATEGY SCENARIO

Collaborative Scenario #2

NAME: Buffalo Group

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STRATEGY: Concept Mapping

CONTENT: An analogy of the sailor navigating the seas with a student navigating the Internet.

TITLE: Exploring the Internet

TIME: 1 hour for the development of a concept map which captures the relationship of search engines, educational resources, searching strategies, comparing the results from a search

NUMBER OF PARTICIPANTS: Twenty Students at the College Level

TARGET AUDIENCE: Any group in college who needs an orientation to using the Internet.

GOAL OF ACTIVITY: To allow students to:

- Phrase a question in terms which can be efficiently and effectively researched on the world wide web.
- Refine the inquiry statement using concept mapping.

- Develop search strategies for locating multiple authoritative sources to answer a question.
- Identify the distinctive features of several search engines and at least one meta-search engine by comparing the results from a search of the same complex topic in each.

GOAL OF SCRIPT: As with the sailor, the students will have to have predictable reference points to locate relevant appropriate information for their particular need. The sailor uses charts, GPS, international markers, and other cues for navigating and the students will learn to use search engines for research. The students will be able to enhance their exploration skills to answer burning questions. They can develop effective online search strategies. For example, if you want to research online learning, you could search with “Distance Learning”, “Web- based Learning”, or “Online Learning”.

LEARNING OUTCOMES: (Gagnes’ Intellectual Skills): Intellectual Skills, Verbal Information, and Cognitive Strategies.

1. Students will be given a basic understanding of how the Internet Works by using the analogy of the sailor exploring neighboring islands. The sailors have predictable reference points or navigational aids to guide their voyages and our

students will also use aids such as search engines to discover new and different paths for learning.

2. Cognitive Strategies will be internalized to control students' way of thinking and learning. For example, they will learn the key words necessary to explore specific topics. They will need to learn how to narrow the search so that it is more effective and less time consuming.
3. The student will apply a rule to a given topic by trying different search engines and different procedural techniques.

LEARNING OUTCOMES: (HEO Taxonomy)

Knowledge, Comprehension, Application, and Synthesis.

1. Knowledge – The Students will learn basic knowledge of the Internet and search engines and search engine functions.
2. Comprehension – The students will understand information, grasp meaning, and translate knowledge into a new context. Once the base knowledge concerning the internet and the search engines are understood, the students will attempt to select keywords for exploring the numerous possibilities relating to a single topic.
3. Application – The students will use concept mapping to make sense of the Internet and all of its capabilities. The students will discover the strategies to use the search engines effectively for

solving problems, modifying, relating, classifying, and experimenting with information.

4. Synthesis – The students will use the ideas about the Internet and Search Engines that they have learned to draw conclusions, integrate information, formulate theories, prepare reports and rewrite their own answer collected from multiple sources on the Internet.

STRATEGY ASSESSMENT: Concept mapping is a particularly good strategy for visual learners. It is a clear way of presenting relationships because of its simplicity.

LEARNER CHARACTERISTICS: These are typical college students who have basic computer skills but little ability to ascertain answers to complex research problems encountered in the college environment.

ENTRY SKILLS: These students know how to turn the computer off and on and browse the Internet.

SETTING: Computer Lab

MEDIA: Handout of Search Engines, LCD Projector

PROCESS:

1. Gain Attention: Power is information – Use a story to show how the Internet and Information Technology have created globalization.
2. http://www.ala.org/aasl/ip_nine.html The teacher will show this website to the students to get an idea of the information power.
3. Handout net navigation skills from <http://www.surflife.ne.jp/janetm/search.html>
4. Phrase a question so that students can efficiently and effectively research on the Internet. It is a chance to practice skills on the Internet.
5. Give the students a chance to think about selecting topics which are neither too broad nor too narrow to satisfy the assignment by practicing the use of concept maps to refine the inquiry statement.
6. Practice using synonyms of traditional concepts.
7. Teach students how to use “help” screens for different search engines. Allow students to go online and visit AltaVista’s help page.
8. Students will learn by practicing that different search engines will give you different results.
9. Students will practice by:
 - a. Searching by key word “online learning” using different search engines like Yahoo, AltaVista, Lycos, etc.
 - b. Searching by using a synonym for “online learning”.
10. Let students compare results and compare strategies.

REFERENCES:

- American Association of School Librarians
http://www.ala.org/aasl/ip_nine.html
- General Tips for Searching
<http://school.discovery.com/schrockguide/neccsrch/searchingnecc2/sld001.html>
- Research and Critical Thinking
<http://www.execpc.com/~dboals/think.html>
- Learning Skills Program – Concept Mapping
http://users.edte.utwente.nl/lanzing/cm_home.htm