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Foreward

This Handbook will serve as a resource for you to document your journey throughout this survival multimedia guide. Each page will help you reflect and generate ideas for you to note as you think about how it relates to you as an educator, the way you use digital resources, and the way you instruct your students. In order to fully develop and grow, we hope that you engage and interact with each page in this handbook, as well as in the wikispace.

Pre-Assessment

	I Know...	I Want to Know...	I have Learned...
The definition of information literacy			
Models used to aide educators in teaching research and information fluency			
Skills of an information literate			
Current collaborative technologies that can aide educators in teaching research and information fluency			
Where to find resources that can aide educators in teaching research and information fluency			

Reflection on Research and Information Fluency

Let's reflect on how you have been handling the idea of Research and Information Literacy. This will allow you to see what areas for improvement as highlighted throughout the presentation.

Do you feel confident in your abilities to search and determine credibility and reliability of its sources?

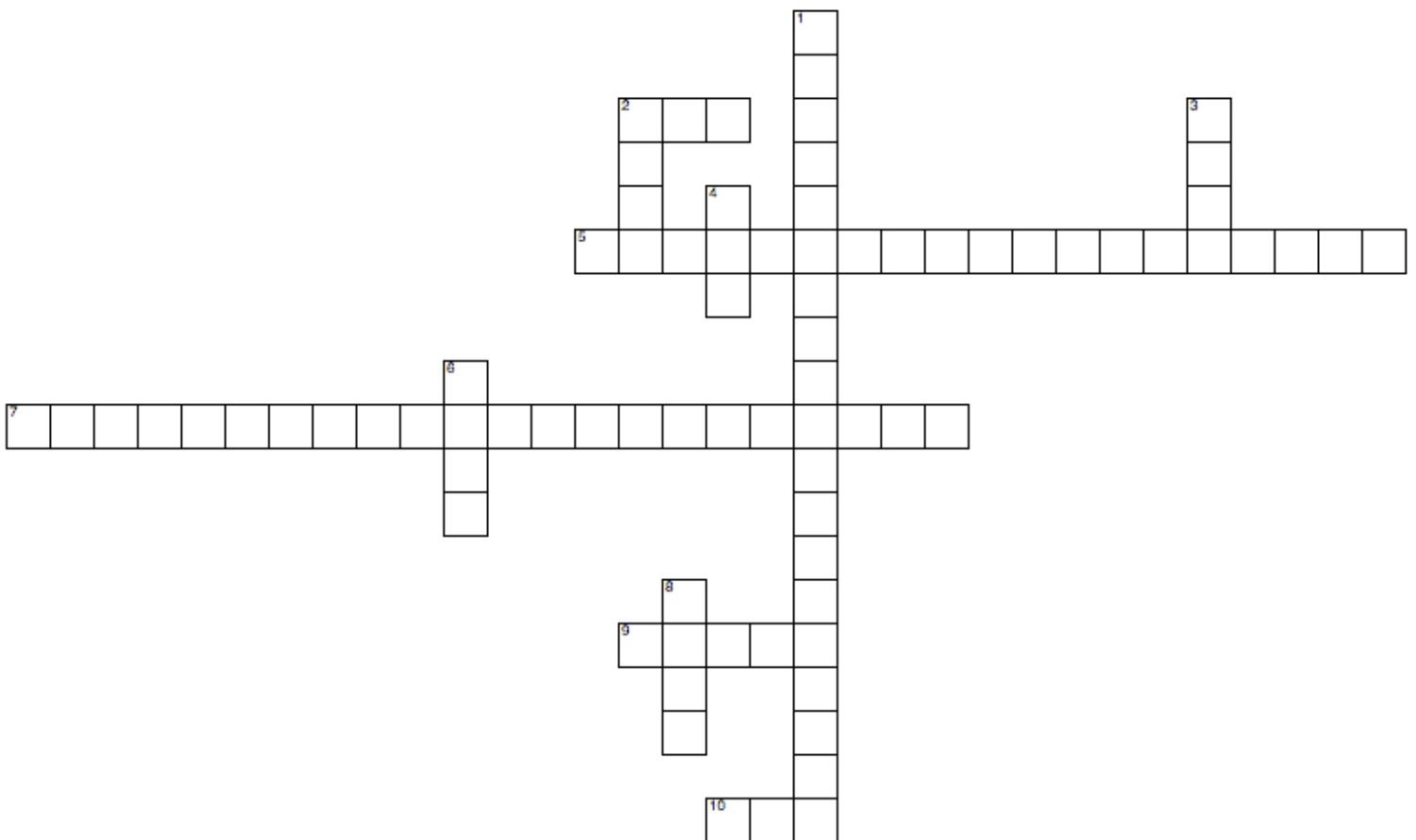
Do you feel that your students have digital literacy, when it comes to using tools during and outside of the classroom setting for assignments?

Do you feel that your students are able to search information and determine credibility and reliability of its sources?

What are your feelings towards technology being used in a classroom? Do you feel that it is detrimental to the growth of your students? If so, do you feel that you could learn to incorporate some resources?

Crossword Puzzle

This crossword puzzle is a compilation of the terms that were used in the pages Research and Information Fluency Defined, Which Model Appeals to You, and Skills of an Information Literate Students.



Across

2. Analyzing the background of the author and the audience.
5. A person that can analyze the who, what, when, where, why, and how is ____.
7. The components of this model are connect, wonder, investigate, construct, reflect, and express.
9. Analyzing the places and social mediums used or involved.
10. Analyzing the purpose the author created or released the information.

Down

1. The ability to access, evaluates, and uses information from a variety of resources.
2. Analyzing the time around which the information was created or released.
3. The acronym for the technology community that provided expectations for educators.
4. Analyzing the affect the information has on your current research and previous knowledge.
6. The number of A's that are provided in this particular information fluency model is ____.
8. Analyzing other sources that were used or stated throughout the information used.

Using Collaborative Technology in the Classroom

After you have read through the collaborative technologies that have been used and introduced throughout the presentation, answer the following questions.

Which collaborative technologies do you see yourself using in your classroom?

Place the technologies used and introduced in the presentation, as well as ones you may use already, into the following table as you see it being used during an instructional setting.

Pre-Assessment	Formative Assessment	Summative Assessment	Homework/ Independent Practice

How can you use these technologies to promote research and information fluency?

Additional Resources

www.allaboutexplorers.com

This site was developed as a teaching tool for educating students about how to search better on the Internet. It includes a series of lesson plans for elementary age students, in which it is demonstrated, that just because it is out there does not mean that it is worthwhile. To help with the fact that useless information is available on the web, this website indiscriminately mixed in downright absurd statements as well as many inaccuracies, and lies with the truth.

www.schrockguide.net

This webpage is part of Kathy Schrock's website. This page includes links to be used by all age groups for website evaluation as well as apps and their content, virtual tours, podcasts, online videos, and digital stories. There are numerous additional links for website evaluation.

www.21cif.com

This webpage is part of Kathy Schrock's website. This page includes links to be used by all age groups for website evaluation as well as apps and their content, virtual tours, podcasts, online videos, and digital stories. There are numerous additional links for website evaluation.

There are also many more if you look on the additional resource page of the multimedia survival guide. Take a moment to go through and pick several things that you can see yourself implementing in your class today.

References

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