

# Online Resources Enhance Learning

## OEDP 5029 Aurora University Course

### Name of Learning Activity

“How to Research”

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### Activity Summary

This activity will ask students (with the aid of a power point presentation) to become familiar with the many resources available to them in the Larsen Learning Center, and how technology can be used in the research process. It utilizes web links to teach the way information is organized and how students can find and use the data that they need for research assignments.

The power point entitled “How to Research,” will be presented to students before they begin a research project. The librarian will introduce the program and will read along with the students, offering direction and answering questions and concerns. Students will be provided with a hard copy of the power point to use as reference and reflection.

This program was developed at the request of a number of teachers who will be presenting research assignments to their students. It has been created in such a way that it can be adapted to a specific teacher’s activity. This power point can be regarded as a fluid, modifiable resource tool. Although it is an overview of the research process, any one element may be elaborated on or eliminated, as required by the assignment. This tool has been produced to support curriculum needs and build information literacy skills.

“This learning activity was developed as part of the requirements for the Aurora University / District U-46 graduate credit course *Online Resources to Enhance Learning: OEDP-5029*, Winter 2006, under the guidance of instructor Richard Levine”

### Goals and Curriculum Fit

This activity is designed to meet the following **Illinois State Standards Goals 1, 2, and 4:**

[http://www.u46.k12.il.us/co/langloisjulia/userfiles/42026\\_scope\\_sequence.xls](http://www.u46.k12.il.us/co/langloisjulia/userfiles/42026_scope_sequence.xls)

It is in alignment with the library and information literacy curriculum skills established by **School District U-46**:

[http://www.u46.k12.il.us/co/langloisjulia/userfiles/42026\\_3curril.DOC](http://www.u46.k12.il.us/co/langloisjulia/userfiles/42026_3curril.DOC)

Information Literacy Standards (American Association of School Libraries) :

- 1. The student who is information literate accesses information efficiently and effectively.
- 2. The student who is information literate evaluates information critically and competently.

**Project Level – Bloom’s Taxonomy:**

This activity has been designed not only to help students find information, but directs them to choose the most appropriate information, analyze and evaluate its value, and use that information as required.

**Knowledge and Comprehension:** Relevant terms, concepts, and generalizations concerning the research process are identified and examined.

**Application:** Students demonstrate their comprehension of the prompts when they choose to use the FYI Web links to investigate the various information tools available.

**Analysis:** Using information the students explore via the power point presentation, they can analyze the various sources, compare and contrast information tools, identify issues, and question sources.

**Synthesis:** The student formulates his/her research plan using the facts, ideas and sources found in the presentation.

**Evaluation:** The student can initiate the research process and select apropos research and information sources for their assignment, based on their usefulness and effectiveness.

**Engaged Learning Indicators**

What Engaged Learning Indicators are addressed?

- Students are engaged in authentic and multidisciplinary tasks.
- Student participation is interactive.
- Student work is collaborative.
- Students are grouped heterogeneously. (They can be)
- Students learn through exploration.
- The teacher is a facilitator.
- Assessment is based on students' performances of real tasks.