



Learner Analysis

1. General Characteristics:

Approximate Age: Students are approximately 9-10 years of age, with a few students that are 11 years of age.

Education Students are currently enrolled in the fourth grade.

Ability Levels: Students are of various ability levels, with individual students as high as seventh grade reading level and as low as upper second grade reading level.

Behavioral Considerations: Students that are left unattended or not engaged will become very talkative and disruptive. Students tend to have an attention span of 8-12 uninterrupted minutes.

Previous Experience With The Topic: These students have had little to no experience with Information Security.

Attitudes Toward Content: Students enjoy getting the opportunity to use a computer in any facet of the school day. Students are excited to learn and apply new techniques and methods of learning that the computer enables them to do.

Provider: Students in this class know the teacher's expectations and try hard to meet them. The students are yearning for the teacher's approval. The classroom teacher maintains a strong rapport with his students.

2. Entry Competencies:

Prior to the start of instruction, the learners should be able to:

- ◆ Successfully log in/out of the network system
- ◆ Complete steps involved with internet use
 - Start up/shut down
 - Launch the internet browser
 - Go back and forth between the links on the school's home page

3. Learning Styles:

Successful Instructional: Students typically work in cooperative learning groups of mixed abilities. This works very well for the group.

Hands-on activities work well for this group. They have to be able to see and do.

Students like having a task to complete that allows decision-making and higher level thinking.

Multi-media instruction, such as movies, CD rom, and audio clips are useful in keeping students engaged and interested.

There are many students that are visual learners, so the use of overheads, posters, and visual demonstrations are very beneficial.

Students respond well when they can see and hear material that is being presented to them.

Instructional Strategies: Students do not respond well to long-term assignments.

To Avoid: Lecture formats, in which students are not actively doing something should not go over 10 minutes in length.

Students should be able to see the relevance of why they are learning the new material or they will lose interest and get off task.

Objectives

1. During an in-class activity, fourth grade students will be able to identify and classify sources of information for validity according to the source.
2. Through the use of a concept map, the fourth grade students will be able to list reasons why web pages should be evaluated for their validity and effectiveness.
3. Through the use of classroom computers, the fourth grade students will be able to evaluate and rank a variety of web pages based on the criteria on a given rubric.
4. In a writing sample in the technology journals, the fourth grade students will summarize pros and cons of each web site that is evaluated.
5. During an in class presentation using the overhead, fourth grade students will work with partners to distinguish between one web site that is valid and reliable and one site containing non reliable sources.

Learning Process

1. Preview the Materials

- The teacher will preview all materials prior to instruction. This includes:
 - Overhead: Urban Legends mystery
 - Rubric used for evaluating web sites
 - Each of the web sites used in class activities

2. Prepare the Materials

- The teacher will prepare three different scenarios, type them, and copy it on an overhead projector sheet.
- The teacher will print out the appropriate number of copies of URLs of designated sites to be visited.
- The teacher will copy the appropriate number of rubric pages for each group.
- The teacher will photocopy the rubric as an overhead sheet to be used as an example for the class.

3. Prepare the Environment

- The teacher will arrange desks in groups of 4 to accommodate group work and ease in pairing students as partners. Students will be mixed according to abilities, and all groups will have an unrestricted view of the overhead screen and the white board.
- The teacher will double check to see that the overhead is in working condition and that a replacement bulb is available if necessary.
- The teacher will double-check any sites that are to be evaluated that day in class.
- The teacher will make sure that extra supplies, such as dry erase markers, pencils, and eraser are available for each group.

4. Prepare the Learners

- The teacher will provide introductory activities prior to beginning the lesson to set the purpose of covering the topic.
- The teacher will discuss the events planned in the lesson as a preview prior to beginning.
- The teacher will provide necessary handouts and worksheets.
- The teacher will facilitate discussions by writing responses on the white board and/or overhead projector. The teacher will also call on students to share their views at various times.
- The teacher will provide expectations prior to the start of the session

5. Provide the Learning Experience

- Step 1. Write the words “trustworthy” and “reliable” on the board. As a group, brainstorm what these words mean, how they are related, and what kinds of things might display those characteristics. Group these items into a concept map. (4 min.)
- Step 2. Using the overhead as a visual aid, read three short news briefs that you heard that very day. (the teacher can fabricate these.) After reading each one, tell the source of that information. The sources to be used for the stories include: a child on the bus, an unknown adult in the school, and the principal. Students should discuss with members of their table groups and agree on one of the choices to select as a reliable source of information. Students should tell why they made their selection. (8 min.)
- Step 3 Using a story that is too far fetched to believe, the teacher reads a story that was found on Urban Legends.com. The teacher shares that the information was indeed obtained from the internet. Students discuss in small groups, and then report to the class reasons why sites should be evaluated for validity and user friendliness. (4 min.)
- Step 4 Using a computer with an internet connection and a projector hooked up to it, the teacher will select a web site and evaluate the site using the given rubric. Students should help and this will serve as an example for the students to view. (5 min.)
- Step 5 Using the same rubric as demonstrated before; students will work with partners to evaluate three web sites. (20 min.)
- Step 6 Students will work with partners to write summaries in journals of their evaluations of three web sites. They should include pros and cons of each of the three sites visited. (12 min.)
- Step 7 Students will work with partners to prepare an overhead sheet with a brief description of two web sites they evaluated. They must be prepared to debate on which of the two sites was more reliable and user friendly. (10 min.)

Participation Checklist

| Objective # | Activity | Learner Participation |
|-------------|--|--|
| 1 | Write the words “trustworthy” and “reliable” on the board. As a group, brainstorm what these words mean, how they are related, and what kinds of things might display those characteristics. Group these items into a concept map. (4 min.) | Requires learner input to brainstorm ideas and create the map. |
| 1 | Using the overhead as a visual aid, read three short news briefs that you heard that very day. (the teacher can fabricate these.) After reading each one, tell the source of that information. The sources to be used for the stories include: a child on the bus, an unknown adult in the school, and the principal. Students should discuss with members of their table groups and agree on one of the choices to select as a reliable source of information. Students should tell why they made their selection. (8 min.) | Requires learner to actively listen, analyze, and share oral responses with members of group. |
| 2 | Using a story that is too far fetched to believe, the teacher reads a story that was found on Urban Legends.com The teacher shares that the information was indeed obtained from the internet. Students discuss in small groups, and then report to the class reasons why sites should be evaluated for validity and user friendliness. (4 min.) | Requires learner to discuss with small groups and support choices made. |
| 3 | Using a computer with an internet connection and a projector hooked up to it, the teacher will select a web site and evaluate the site using the given rubric. Students should help and this will serve as an example for the students to view. (5 min.) | Requires learner to follow along a sample rubric to prepare themselves for doing one with a partner. |

Site Credibility by Terry Sharp

| | | |
|---|--|--|
| 3 | Using the same rubric as demonstrated before, students will work with partners to evaluate three web sites. (20 min.) | Requires learner to apply reading skills and knowledge acquired to assess web sites. |
| 4 | Students will work with partners to write summaries in journals of their evaluations of three web sites. They should include pros and cons of each of the three sites visited. (12 min.) | Requires learner to use writing skills to summarize key points. |
| 5 | Students will work with partners to prepare an overhead sheet with a brief description of two web sites they evaluated. They must be prepared to debate on which of the two sites was more reliable and user friendly. (10 min.) | Requires learner to analyze data and use writing and speaking skills. |