Homework Help:
Introducing Information Resources to Parents of 4th Graders

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1. Description of Primary Learners (i.e., age, grade, prerequisite skills, interests): Parents and 4th grade students

- Early Learners
- Primary Schools
- Upper Elementary
- Middle Schools
- High Schools
- Young Adults
- Adult Learners
- Intergenerational

2. Subject/Topical Areas of Inquiry: Homework Resources

- Science/Technology
- Social Sciences
- Arts/Humanities
- Personal Development
- Daily Life Skills
- Business/Economics
- Local Community
- Home, Garden, Auto

3. Library Resources/Media Formats Used: Information Age Resources

- Reference Books
- Periodicals
- Web Sites
- Production Tools
- Databases
- Collections
- Videos, Art Forms
- Production Equipment
Homework Help:  
Introducing Information Resources to Parents of 4th Grade Students

Program Description: This is a month-long experience for the parents of 4th grade students with their child that begins by setting a learning context through hands-on workshop at the school or at the public library. Parents have many fears in the education of their children. They have phobias that they are not knowledgeable in learning and technology. By attending the workshops, the parents will become competent searchers on the Internet and on other Information-Age resources. They will be able to guide their child in both learning and in the appropriate use of the Internet. The experience includes the parent learning how to use the library’s web site using Boolean operators and selecting keywords to perform better searches on search engines and online databases. The parent and the child together research the assignment (Famous Hoosiers). The child is able to write a report using various sources (books, online databases, and websites). The experience concludes with the parents attending the Living Museum (the students’ re-enactment of their chosen Famous Hoosier).

Program Benefits: This program enables the parents to demonstrate proficiency of their new skills with the real world application. Past participants have valued the program because it helped them to become partners with the teachers in the successful completion of their child’s homework.

The Roles the Librarian Plays (check all that apply):
- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator
## Homework Help: Introducing Information Resources to Parents of 4th Graders

### LEARNING OBJECTIVES FOR PRIMARY LEARNERS

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<th>Learning Dimension</th>
<th>Content Objectives</th>
<th>Information Literacy Objectives</th>
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<td><strong>Concepts</strong></td>
<td>The parent will learn that there may be more than one resource to find information that they are seeking: books, databases, and the Internet.</td>
<td>The parent will be an independent learner and appreciates literature and other creative expressions of information.</td>
</tr>
<tr>
<td><strong>Practices</strong></td>
<td>The parent will attend the workshop and/or work session in order to be capable and confident in assisting their child with their homework.</td>
<td>The parent will be able to identify, search, access and document information efficiently and effectively. The parent will be able to use information accurately and creatively.</td>
</tr>
<tr>
<td><strong>States of Being</strong></td>
<td>The parent will become partners with the teacher in the successful completion of their child’s homework. The parent becomes capable of assisting his child with homework.</td>
<td>The parent will become an independent learner who will strive to seek excellent information and generate knowledge. He will become confident in using the resources of the Library and will be become a Library User.</td>
</tr>
</tbody>
</table>

These objectives correlate with established State standards.
Instructional Guide
TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the librarian, teacher, and/or subject expert to follow when replicating the program. It contains these components, in order of use:

1. Program outline 4.1
2. Indianapolis-Marion County Public Library 4.2
3. My account 4.3
4. Account overview 4.4
5. Online Databases 4.5
6. iLibrary.org 4.6
7. Student Resources 4.7
8. Biography Resource Center 4.8
9. James Whitcomb Riley 4.9
10. Inspire.net 4.10

(Add documents behind this title page.)
TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program. It contains these components, in order of use:

11. Indiana Links 4.11
12. Indiana Biographies 4.12
13. Famous Hoosiers 4.13
14. Hoagy Carmichael website 4.14
15. Biography of Hoagy Carmichael 4.15
16. Famous Hoosier Web Links 4.16
17. Search Engines and Directories 4.17
18. Five criteria for evaluating Web pages 4.18
19. Glossary terms for Information Age Resources 4.19
20. Bibliography 4.20
Instructional Guide

Introduction

The Librarian/Media Specialist will instruct Information Literacy skills to parents of students in elementary school. Parents will receive instruction to help them assist their child with homework. In this program, the students were assigned to find information on their chosen Famous Hoosier. The workshop could be done in one or two sessions. Two sessions would be better so that the parent would be able to explore the websites and online databases. The learner will be exploring how to use the websites and online databases after the instructor explains the information that can be found. The workshops will be interactive.

Program Outline

Day 1 (approximately 1 hour in length)

Welcome and Introductions 10 minutes
  Parent will complete Information Age Resources Questionnaire (Section 6.4c)

Presentation of the Indianapolis-Marion County Public Library website 15 minutes
  Basic Information on the website (Section 4.2)
  • Tool bar (New on our site, Locations and Hours, Online databases, email the Webmaster)
  • Online Catalog Search
  • My Account (Section 4.3)
  • Account Overview (Section 4.4)
  • eReference & Resources
  • infoZone
  • Pathfinders

The learner will have time to explore and ask questions. 10 minutes

Online Databases (Section 4.5) 15 minutes

  What is a database?
  • iLibrary.org (Section 4.6)
  • Student Resources (Section 4.7)
  • Biography Resource Center (Section 4.8)
• James Whitcomb Riley (Section 4.9)
• Other databases

The learner will have time to explore, ask questions and reflect by answering
Questions on the Homework Help Workshop (Section 6.4b) 10 minutes

**Refreshments.** 10 minutes

*This would be the end of Session One if the workshop was 2 days.

**Assignment**
Explore the Indianapolis-Marion County Library website at home. Check your own account. Explore a database.

**Day 2 (approximately 1 hour)**

**Welcome and Review.** 5 minutes
Time to review assignment and reinforce what was learned in the last session.

**Inspire database (Section 4.10)** 15 minutes
Inspire is a database that is available to Indiana residents that do not have a library card for Indianapolis-Marion County Public Library.

• Indiana Links (Section 4.11)
• Indiana Biographies (Section 4.12)
• Famous Hoosiers (Section 4.13)
• Hoagy Carmichael website (Section 4.14)
• Biographical information on Hoagy Carmichael (Section 4.15)
• Other Famous Hoosier web links (Section 4.16)

**Search Engines and Directories (Section 4.17)** 20 minutes
• Search strategies
• Boolean search terms

**Website evaluation (Section 4.18)** 20 minutes
• Accuracy
• Authority
• Objectivity
• Currency
• Coverage

Explore different websites and discuss why the websites are good or bad. 10 minutes

Refreshments and complete Information Age Resources Questionnaire (Section 6.4c) 10 minutes

Day 3
Work Session approximately 2 hours

Parent with child can come to the work session at the school to search for information for the student’s Famous Hoosier.

Day 4
Living Museum

Additional Information on conducting the program

The instructor (librarian/media specialist) will instruct the parent with or without their child on how to locate information on the Indianapolis-Marion County Public Library website and other Information Age resources.

The learner/parent will assist his/her child in creating a written report on a Famous Hoosier that the student chooses.

At the workshop, the instructor gave the learner (parent and child or just parent) materials that will help the child organize the information that they have found on their Famous Hoosier. The teacher will give the same worksheets to their students in class. The student was also given a folder with pockets to keep on their research in one place. The student was given approximately one month to complete their research in a written report.

The students will become their “Famous Hoosier” in a Living Museum. The student will assume the role of a famous person. He/she will dress and speak like the Famous Hoosier.
The parents, teachers, and other students of the school will be invited to visit the Living Museum. Refreshments will be served to the parents.

**Definition:**
A living museum is a type of museum that recreates the conditions of a historical period. The objective is total immersion, designing exhibits so that visitors can experience the historical period. Interpreters dress in period costume. An example is Conner Prairie Living History Museum in Fishers, Indiana.

**Helpful hints on conducting the program:**

At the workshop, the instructor will give the learner (parent and child or just parent) materials that will help the child organize the information that they have found on their Famous Hoosier. The teacher will have the same worksheets available to their students if they need additional worksheets.

The student was also be given a folder with pockets to keep their research in one place.

The student was be given approximately one month to complete their research in a written report.

The students will become their “Famous Hoosier” in a Living Museum. The student will prepare a speech that they will recite. He/she will dress like the Famous Hoosier. The parents, teacher, and other students of the school will be invited to visit the Living Museum. Refreshments will be served to the parents.

When the instructor shows different websites, he should also show websites on costumes and time periods. The students did not have a sense of time relating on how to dress like the character. The art teacher might be included in the final stages on helping the students to assemble a costume.

**Potential Pitfalls on conducting the program:**

The students need to choose a Famous Hoosier that has already died. Those presentations made a better report. The students that chose an athlete found too many fan websites. These websites were not very objective. Too many statistics were on these websites.

**Indiana State Academic Standards**

The students will meet several Indiana State Academic Standards for Fourth Grade with the completion of this assignment.
They will meet a **Language Arts Standard** for Writing Process.

*Standard 4.4.7* Use multiple reference materials and online information (the Internet) as aids to writing

Several **Social Studies Standards** will also be met.

*Standard 4.1.15  Research Capabilities*

  Use primary source and secondary source materials, generate questions, Seek answers, and write brief comment about an event in Indiana History.

Standard 5 could be met by choosing certain “Famous Hoosiers.”

*Standard 4.5.4* Describe the role of Indiana artists in American visual arts, literature, music, dance and theatre. Example: James Whitcomb Riley, Gene Stratton-Porter, etc.
Section 4.2 The Home Page of the Indianapolis-Marion County Public Library  (http://www.imcpl.org)
Section 4.3 My Account page.
Patron would log-in by typing their library card barcode and their PIN number. The PIN number is the last four number of the library card number. Or this number may be chosen by the library borrower.
Section 4.4 Account Overview page.
The first screen the library borrower would see after logging-in with his own library card barcode. This screen will inform the borrower how many items he has checked out, information on hold requests (ready for pick up and holds that are not available yet) and on fines and messages on his account.
Section 4.5 Online Databases.
The library user clicks on the “Online Databases” which is located in the blue Navigation toolbar.
Section 4.6  Online Database webpage (http://www.iLibrary.org)
Section 4.7  Databases found in the Student Resources webpage.
Section 4.8 Biography Resource Center webpage. Library borrower/user would type in the name of the person that they are seeking information on and then click on Search.
James Whitcomb Riley
1849-1916

Birth: October 7, 1849 in Indiana, United States
Death: July 22, 1916
Occupation: Poet


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Biographical Essay
Further Readings
Source Citation

Section 4.9 Information page on James Whitcomb Riley.
Section 4.10  Inspire webpage (http://www.inspire.net)
Section 4.11 Indiana links on the Inspire website.
Section 4.12 Indiana Biographies hyperlinks to information on other websites that have information on Famous Hoosiers.
Section 4.13 Welcome to Visit Indiana.net website. This website links to other websites that have information on Famous Hoosiers.
Section 4.14 The Hoagy Carmichael webpage. (http://www.hoagy.com)
Section 4.15  Biographical Information on the entertainer’s website.
Famous Hoosiers

The Indiana Traveler “Researching Indiana and Beyond”
http://www.indianatraveler.com/indiana_famous_people.htm

Twelve Famous Hoosiers on the Things to do.com
http://www3.thingstodo.com/states/IN/famous_people.htm

Indiana Department of Education: Famous People with links to Indiana
http://ideanet.doe.state.in.us/olr/library/persons.html

The Indianapolis Star: Back in the Day: Indiana’s African-American History Day
http://www.indystar.com/library/factfiles/history/black_history/

Indiana Historical Society: Governors of Indiana
http://www.indianahistory.org/heritage/ingov.html

President Benjamin Harrison Home
http://www.presidentbenjaminharrison.org/

Indiana State Library: Indiana Biography Index

List of Famous Hoosiers (name, profession, city)
http://www.50states.com/bio/indiana.htm

Indiana Virtual Library – Indiana Links
http://www.inspire.net/indbiog.html

Indiana Hollywood Hall of Fame
http://www.hoosierwoodindiana.com/

Hoover Elementary: Famous Hoosiers
http://www.hoover.cville.k12.in.us/famous_hoosiers_list_from_indian.htm

Indianapolis-Marion County Public Library
http://www.imcpl.org

Marion County Internet Library
http://www.myilibrary.org
Internet Search Engines

One of the best ways to find what you are looking for on the Internet is to use a search engine or a metasearch site. A search engine is a web site that lists other web sites so that they can be searched either by category or keyword. A metasearch site is a specialized search engine that submits your search to multiple search engines and organizes the returns for you.

If you want to do your own search engine research, a good source for reviewing search engines is Search Engine Watch. Their Search Engine Listings link lists some top choices in various categories and provides up-to-date information about each engine in the list.

You will find 28 of the more popular search engines and metasearch sites listed below.

<table>
<thead>
<tr>
<th>Engine</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.com</td>
<td>is a metasearch site that searches 37 other search engines at once.</td>
</tr>
<tr>
<td>100Hot</td>
<td>has been in operation since 1995 and is the first category-by-category ranking index of Internet sites. The 100Hot index identifies and ranks the top 100 Web sites in such categories as technology, entertainment, finance, lifestyle, games, sports, and news.</td>
</tr>
<tr>
<td>About.com</td>
<td>is a network of sites that includes over 650 highly targeted environments, each overseen by a professional guide.</td>
</tr>
<tr>
<td>All-in-one Search Page</td>
<td>over 600 of the Internet’s best search engines, databases.</td>
</tr>
</tbody>
</table>

Section 4.18 A list of search engines on the Indianapolis-Marion County Public Library Website
# Five criteria for evaluating Web pages

<table>
<thead>
<tr>
<th>Evaluation of Web documents</th>
<th>How to interpret the basics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Accuracy of Web Documents</strong></td>
<td><strong>Accuracy</strong></td>
</tr>
<tr>
<td>• Who wrote the page and can you contact him or her?</td>
<td>• Make sure author provides e-mail or a contact address/phone number.</td>
</tr>
<tr>
<td>• What is the purpose of the document and why was it produced?</td>
<td>• Know the distinction between author and Webmaster.</td>
</tr>
<tr>
<td>• Is this person qualified to write this document?</td>
<td></td>
</tr>
<tr>
<td><strong>2. Authority of Web Documents</strong></td>
<td><strong>Authority</strong></td>
</tr>
<tr>
<td>• Who published the document and is it separate from the &quot;Webmaster?&quot;</td>
<td>• What credentials are listed for the authors)?</td>
</tr>
<tr>
<td>• Check the domain of the document, what institution publishes this document?</td>
<td>• Where is the document published? Check URL domain.</td>
</tr>
<tr>
<td>• Does the publisher list his or her qualifications?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Objectivity of Web Documents</strong></td>
<td><strong>Objectivity</strong></td>
</tr>
<tr>
<td>• What goals/objectives does this page meet?</td>
<td>• Determine if page is a mask for advertising; if so information might be biased.</td>
</tr>
<tr>
<td>• How detailed is the information?</td>
<td>• View any Web page as you would an infomercial on television. Ask yourself why was this</td>
</tr>
<tr>
<td>• What opinions (if any) are expressed by the author?</td>
<td>written and for whom?</td>
</tr>
</tbody>
</table>

- **Accuracy**
  - Make sure author provides e-mail or a contact address/phone number.
  - Know the distinction between author and Webmaster.

- **Authority**
  - What credentials are listed for the authors)?
  - Where is the document published? Check URL domain.

- **Objectivity**
  - Determine if page is a mask for advertising; if so information might be biased.
  - View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom?
4. Currency of Web Documents

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

Currency

- How many dead links are on the page?
- Are the links current or updated regularly?
- Is the information on the page outdated?

5. Coverage of the Web Documents

- Are the links (if any) evaluated and do they complement the documents' theme?
- Is it all images or a balance of text and images?
- Is the information presented cited correctly?

Coverage

- If page requires special software to view the information, how much are you missing if you don't have the software?
- Is it free or is there a fee, to obtain the information?
- Is there an option for text only, or frames, or a suggested browser for better viewing?

Putting it all together

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly—not limited to fees, browser technology, or software requirement, then . . .
21st Century Literacies - skills needed to flourish in today's society and in the future. This combination of information, multicultural, media, and visual literacies can better help K-12 students and adult learners address and solve the issues that confront them.

Accuracy - free from errors and mistakes

Authority - 1) A source of correct information and 2) an expert on a subject whose advice or opinion is accepted

Boolean Operators - the Boolean operators of "AND", "OR" and "NOT" [or "AND NOT"] in online searching either narrow or expand the results of the search.

Brainstorming - an informal way of generating topics to write about, or points to make about a topic. The important point about brainstorming is that there should be no pressure to be “brilliant.” Students should simply open their minds to whatever pops into them. Think of it as a kind of free association.

Copyright - the exclusive legal right to reproduce, publish and sell the matter and form (as a literary, musical, or artistic work)

Core/Supporting Concepts - big ideas in units or lessons that are key to students understanding the material. Knowing core concepts is at the heart of what you teach. This allows you to determine what standards you address and what learning activities you will provide to help students understand the core/supporting concepts.

Currency - how up-to-date an information source is.

Database – a usually large collection of data organized especially for rapid search and retrieval (as by a computer). These sources provide searches that are efficient and results are reliable.

Directory - a subject guide typically organized by major topics and subtopics. The best-known directory is the one at Yahoo

Graphic Organizers - tools to help students make sense of gathered information and reflect on whether the information gathered is sufficient.

Information Literacy - the abilities to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.
**INSTRUCTIONAL GUIDE**

**Information resources** - print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.

**Inquiry-Based Unit** - unit of study geared toward the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.

**Keyword** - A word that is entered into the search "window" of an Internet search engine to search the Web for pages or sites about or including the keyword and information related to it.

**Layout** - one method of evaluating a website. Is the website well organized? Is it easy to find files and information? Is it easy to read? Is there consistency across all the pages of the website?

**Look** - one method of evaluating a website. Is there a specific look and feel to the website? How are fonts, background colors and images used?

**Multicultural Literacy** - knowledge of cultures, languages, and the ways multi-sensory data (text, sound, and graphics) can introduce bias in language, subject matter, and visual content.

**Navigation** - A system of hypertext paths set up on a Web page to enable visitors to find their way around the site.

**Plagiarism** - using others' ideas and words without clearly acknowledging the source of that information.

**Point of View** - bias of an information source, identified to better evaluate the accuracy and usefulness of the information.

**Primary source** - developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

**Problem-based Learning** - a curriculum development and instructional approach that simultaneously develops problem-solving strategies, disciplinary knowledge bases, and skills.

**Project-based Learning** - a curriculum development approach that centers on projects, in-depth investigations of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the students, the teacher, or the teacher working with the students. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.
Resource-based Learning - the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources. (Stauffer Library, Queen's University, Kingston, Ontario. What is Resource-Based Learning?)

Rubric – a scoring guide used in subjective assessments.

Scanning - locating specific information quickly and efficiently by moving your eyes down a page looking for specific facts or key words or phrases

Search Engine - A (usually web-based) system for searching the information available on the Web. Some search engines work by automatically searching the contents of other systems and creating a database of the results. Other search engines contain only material manually approved for inclusion in a database, and some combine the two approaches.

Secondary Source - developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, non fiction books)

Sitemap - a webpage where all the individual pages of a website are listed and linked. Sitemaps can be used to better understand the purpose of a website, and in some cases, find files more quickly than with traditional navigation.

Skimming - identifying the main ideas of a text by reading first and last paragraphs, beginning sentences in other paragraphs (topic sentences), and noting other organizational clues such as title, bold type, italics, capitalized words, captions, etc.

Surf - To search for information on the Web in a random, non-linear way.

Truncation - to shorten by cutting off. In computer terms, when information is truncated, it is ended abruptly at a certain spot

URL (Uniform Resource Locator) - unique address of a website on the World Wide Web.

Visual Literacy - the ability, through knowledge of the basic visual elements, to understand the meaning and components of the image.

Wild Card - a special character that represents one or more other characters. The most commonly used wildcard characters are the asterisk (*), which typically represents zero or more characters in a string of characters, and the questionmark (?), which typically represents any one character.
Bibliography


Learner’s Guide
This is the collection of materials that may be reprinted for distribution to the learners in your program. It contains these components, in order of use:

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<td>2.</td>
<td>My search</td>
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<td>3.</td>
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<td>4.</td>
<td>Encyclopedia worksheet</td>
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<tr>
<td>5.</td>
<td>Other sources worksheet</td>
<td>5.5</td>
</tr>
<tr>
<td>6.</td>
<td>Famous Hoosier worksheet</td>
<td>5.6</td>
</tr>
<tr>
<td>7.</td>
<td>Bibliography style sheet</td>
<td>5.7</td>
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<td>8.</td>
<td>Five Criteria for evaluating Websites.</td>
<td>5.8</td>
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<td>Evaluating Web Sites worksheet</td>
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TOOL KIT 2: LEARNERS’ MATERIALS

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<td>Glossary of terms for Information Resources</td>
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<tr>
<td>11.</td>
<td>Homework Help Workshop</td>
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<tr>
<td>12.</td>
<td>Information Age Resources Questionnaire</td>
<td>5.12</td>
</tr>
</tbody>
</table>
COMPUTER AND INTERNET USE SURVEY
FOR PARENTS

Please check the items that apply to you.

1. I have a student in _____ Mr. Bollenbacher’s class.
   _____ Mrs. Hennig/Mrs. Walker’s class.

2. What is your computer skill level?
   ___ Never used a computer
   ___ Use occasionally
   ___ Use daily
   ___ Advance user

3. Where do you use a computer?
   ___ I’ve never used a computer.
   ___ Home
   ___ Friends or relatives’ house
   ___ School
   ___ Work
   ___ Library
   ___ Other: __________________________

4. What do you use a computer for? (check all that apply)
   ___ Games
   ___ Internet browsing
   ___ E-mail
   ___ Word Processing
   ___ Spreadsheets
   ___ Research
   ___ Other: __________________________

5. Do you have a Public Library Card?
   ___ Yes
   ___ No
6. Have you ever used the Indianapolis-Marion County Public Library’s Web page (http://www.imcpl.org)?
   ____ Yes (if yes, answer question 7.)
   ____ No

7. I use the Library’s Web site to:
   ____ Check my borrower’s account
   ____ Renew my library materials
   ____ Place holds on library materials
   ____ Use the online databases
   ____ Check if library owns a books, etc.
   ____ Check what programs the library is having for adults and children
   ____ Search the pathfinders for information

8. I search the Internet to find information (check all that apply)
   ____ News
   ____ Hobbies
   ____ Work related
   ____ Help my child with homework
   ____ Other (explain)

9. What would you like to learn in the Technology workshop?

Name____________________________________________
Address and/or Email address_________________________
Telephone_________________________________________
My Search

Research Problem

Key Words

Larger Subjects

Narrower Subjects

Sources to Examine
Bibliography

BOOK

Author ________________________________________________
(last name)                                          (first name)

Title ________________________________________________

Place of Publication __________________________________

Publisher ____________________________________________

Copyright Date ____________________________

What I learned:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Bibliography

SOURCE USED: ________________________________

Format (videotape, CD-ROM, poster, pamphlet, personal interview, etc.)

Author ____________________________________________
(last name) (first)

Place of Publication ________________________________

Publisher _________________________________________

Copyright Date _________________________________

Notes
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Student’s name _______________________________

A Famous Hoosier
(worksheet)

Full name of a Famous Hoosier
________________________________________________

Nickname or common name of this person
________________________________________________

Background information
(Birth date, birthplace, early life, schooling, hobbies)
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

What this Hoosier did that was so significant
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
Sources where I found this information

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

Other Notes
Standard Bibliography Style Sheet – Elementary

Book

Encyclopedia Article – Author Not Given

Encyclopedia Article – Author Given

CD ROM Encyclopedia

Internet Article

Magazine Article

- Either underlining or italics are acceptable ways to indicate a title, although italics are preferred in word-processed documents.
- If a book or other material does not have an author, use the title or shortened form of the title in place of the author's last name. One-page articles and encyclopedia articles do not need page numbers.
- If you wish to use formal bibliographic format, you may wish to list sources on a separate page with the heading "Bibliography."
## Five criteria for evaluating Web pages

<table>
<thead>
<tr>
<th>Evaluation of Web documents</th>
<th>How to interpret the basics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Accuracy of Web Documents</strong></td>
<td><strong>Accuracy</strong></td>
</tr>
<tr>
<td>• Who wrote the page and can you contact him or her?</td>
<td>• Make sure author provides e-mail or a contact address/phone number.</td>
</tr>
<tr>
<td>• What is the purpose of the document and why was it produced?</td>
<td>• Know the distinction between author and Webmaster.</td>
</tr>
<tr>
<td>• Is this person qualified to write this document?</td>
<td></td>
</tr>
<tr>
<td><strong>2. Authority of Web Documents</strong></td>
<td><strong>Authority</strong></td>
</tr>
<tr>
<td>• Who published the document and is it separate from the &quot;Webmaster?&quot;</td>
<td>• What credentials are listed for the authors?</td>
</tr>
<tr>
<td>• Check the domain of the document, what institution publishes this document?</td>
<td>• Where is the document published? Check URL domain.</td>
</tr>
<tr>
<td>• Does the publisher list his or her qualifications?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Objectivity of Web Documents</strong></td>
<td><strong>Objectivity</strong></td>
</tr>
<tr>
<td>• What goals/objectives does this page meet?</td>
<td>• Determine if page is a mask for advertising; if so information might be biased.</td>
</tr>
<tr>
<td>• How detailed is the information?</td>
<td>• View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom?</td>
</tr>
<tr>
<td>• What opinions (if any) are expressed by the author?</td>
<td></td>
</tr>
</tbody>
</table>
4. Currency of Web Documents

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

<table>
<thead>
<tr>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How many dead links are on the page?</td>
</tr>
<tr>
<td>- Are the links current or updated regularly?</td>
</tr>
<tr>
<td>- Is the information on the page outdated?</td>
</tr>
</tbody>
</table>

5. Coverage of the Web Documents

- Are the links (if any) evaluated and do they complement the documents' theme?
- Is it all images or a balance of text and images?
- Is the information presented cited correctly?

<table>
<thead>
<tr>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If page requires special software to view the information, how much are you missing if you don't have the software?</td>
</tr>
<tr>
<td>- Is it free or is there a fee, to obtain the information?</td>
</tr>
<tr>
<td>- Is there an option for text only, or frames, or a suggested browser for better viewing?</td>
</tr>
</tbody>
</table>

Putting it all together

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly—not limited to fees, browser technology, or software requirement, then . . .
# Evaluating Web Sites

**Site Title:**_________________________________________

**URL:**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Check the box if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote the web site?</td>
<td><strong>Yes, he is an expert.</strong></td>
</tr>
<tr>
<td>Is he an expert in his field?</td>
<td></td>
</tr>
<tr>
<td>Is contact information provided for the author or webmaster?</td>
<td><strong>Yes, an email or address is included.</strong></td>
</tr>
<tr>
<td>Does the bias of the information impact the usefulness of the information?</td>
<td><strong>Yes, the Web site is free from bias.</strong></td>
</tr>
<tr>
<td>Is the information up-to-date?</td>
<td><strong>Yes, the information has been up-dated.</strong></td>
</tr>
<tr>
<td>Is the information free from advertisements?</td>
<td><strong>Yes, the website has no advertisements.</strong></td>
</tr>
<tr>
<td>Is it clear who is responsible for the contents of the page?</td>
<td><strong>Yes, an organization is connected with the page.</strong></td>
</tr>
<tr>
<td>Does the page have misspellings and obvious grammatical errors?</td>
<td><strong>Yes, there are no errors.</strong></td>
</tr>
<tr>
<td>Is the purpose of the site clearly stated?</td>
<td><strong>Yes, the purpose of the page answers my question.</strong></td>
</tr>
<tr>
<td>Are there links to other sites that are related to my needs/purpose?</td>
<td><strong>Yes, this page is linked to other sites.</strong></td>
</tr>
<tr>
<td>Is the information detailed?</td>
<td><strong>Yes, the page has good information.</strong></td>
</tr>
</tbody>
</table>

**Count the number of boxes you checked.**

Your score for this site: □ 7-10 points - you found a winner!
□ 4-6 points - questionable, may be useful for some projects
□ 0-3 points - look for a better source
Glossary of Terms for Information Age Resources

21st Century Literacies - skills needed to flourish in today's society and in the future. This combination of information, multicultural, media, and visual literacies can better help K-12 students and adult learners address and solve the issues that confront them.

Accuracy - free from errors and mistakes

Authority - 1) A source of correct information and 2) an expert on a subject whose advice or opinion is accepted

Boolean Operators - the Boolean operators of "AND", "OR" and "NOT" [or "AND NOT"] in online searching either narrow or expand the results of the search.

Brainstorming - an informal way of generating topics to write about, or points to make about a topic. The important point about brainstorming is that there should be no pressure to be "brilliant." Students should simply open their minds to whatever pops into them. Think of it as a kind of free association.

Copyright - the exclusive legal right to reproduce, publish, and sell the matter and form (as a literary, musical, or artistic work)

Core/Supporting Concepts - big ideas in units or lessons that are key to students understanding the material. Knowing core concepts is at the heart of what you teach. This allows you to determine what standards you address and what learning activities you will provide to help students understand the core/supporting concepts.

Currency - how up-to-date an information source is.

Database – a usually large collection of data organized especially for rapid search and retrieval (as by a computer). These sources provide searches that are efficient and results are reliable.

Directory - a subject guide, typically organized by major topics and subtopics. The best-known directory is the one at Yahoo.

Graphic Organizers - tools to help students make sense of gathered information and reflect on whether the information gathered is sufficient.

Information Literacy - the abilities to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.
**Information resources** - print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.

**Inquiry-Based Unit** - unit of study geared toward the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources.

**Keyword** - A word that is entered into the search "window" of an Internet search engine to search the Web for pages or sites about or including the keyword and information related to it.

**Layout** - one method of evaluating a website. Is the website well organized? Is it easy to find files and information? Is it easy to read? Is there consistency across all the pages of the website?

**Look** - one method of evaluating a website. Is there a specific look and feel to the website? How are fonts, background colors and images used?

**Multicultural Literacy** - knowledge of cultures, languages, and the ways multi-sensory data (text, sound, and graphics) can introduce bias in language, subject matter, and visual content.

**Navigation** - A system of hypertext paths set up on a Web page to enable visitors to find their way around the site.

**Plagiarism** - using others' ideas and words without clearly acknowledging the source of that information

**Point of View** - bias of an information source, identified to better evaluate the accuracy and usefulness of the information

**Primary source** - developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

**Problem-based Learning** - a curriculum development and instructional approach that simultaneously develops problem solving strategies, disciplinary knowledge bases, and skills.

**Project-based Learning** - a curriculum development approach that centers on projects, in-depth investigations of a topic worth learning more about. The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the students, the teacher, or the teacher working with the students. The goal of a project is to learn more about the topic rather than to seek right answers to questions posed by the teacher.
**Resource-based Learning** - the achievement of both subject and information literacy objectives through exposure to and practice with diverse resources. (Stauffer Library, Queen's University, Kingston, Ontario. What is Resource-Based Learning?)

**Rubric** – a scoring guide used in subjective assessments.

**Scanning** - locating specific information quickly and efficiently by moving your eyes down a page looking for specific facts or key words or phrases.

**Search Engine** - A (usually web-based) system for searching the information available on the Web. Some search engines work by automatically searching the contents of other systems and creating a database of the results. Other search engines contain only material manually approved for inclusion in a database, and some combine the two approaches.

**Secondary source** - developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, non fiction books)

**Sitemap** - a webpage where all the individual pages of a website are listed and linked. Sitemaps can be used to better understand the purpose of a website, and in some cases, find files more quickly than with traditional navigation.

**Skimming** - identifying the main ideas of a text by reading first and last paragraphs, beginning sentences in other paragraphs (topic sentences), and noting other organizational clues such as title, bold type, italics, capitalized words, captions, etc.

**Surf** - To search for information on the Web in a random, non-linear way.

**Truncation** - to shorten by cutting off. In computer terms, when information is truncated, it is ended abruptly at a certain spot.

**URL** (Uniform Resource Locator) - unique address of a website on the World Wide Web.

**Visual Literacy** - the ability, through knowledge of the basic visual elements, to understand the meaning and components of the image.

**Wild Card** - a special character that represents one or more other characters. The most commonly used wildcard characters are the asterisk (*), which typically represents zero or more characters in a string of characters, and the questionmark (?), which typically represents any one character.
Homework Help Workshop

Name___________________________________________
Email address_____________________________________
Date_____________________________________________

1. What did you learn in the workshop?

2. How can you use the information you learned today in your daily life?

3. Do you have any comments or questions on information covered in this workshop?
Information Age Resources Questionnaire

Circle the letter for your choice for the best answer.

1. To find the call number for a book in the library you should use
   a. A dictionary or an encyclopedia.
   b. An atlas.
   c. An electronic or card catalog.
   d. All of the above.

2. Before doing research, you should
   a. understand your assignment.
   b. decide what you already know and what you still need to find out.
   c. have an idea of what the end assignment should look like.
   d. All of the above.

3. When planning your research it is important to
   a. think about the types of sources or materials to use.
   b. know how many sources you need.
   c. decide which keywords to use.
   d. all of the above.

4. An encyclopedia can be used for
   a. basic information on a topic.
   b. word definitions.
   c. finding quotes.

5. You find articles in a magazine index by
   a. subject headings.
   b. author’s name
   c. magazine name.
   d. All of the above.

6. A primary source is
   a. a diary.
   b. letters.
   d. All of the above.

7. Plagiarism is
   a. quoting a source without giving proper credit.
   b. quoting a source and giving proper credit.
   c. writing another person’s ideas in your own words.
8. A computer program that indexes Web sites is
   a. a search engine.
   b. a telephone book.
   c. a dictionary.
   d. all of the above.

9. When using information from a Web site for school projects, the best question to ask yourself is
   a. "Can I order products from this site?"
   b. "Are these pictures/graphs/charts colorful enough?"
   c. "Who is the author of this information and is it accurate?"

10. A database is
    a. Large collection of data organized for rapid search and retrieval.
    b. someone's thoughts on a subject.
    c. a question on a test.

11. You find articles in a magazine index by
    a. subject headings.
    b. author's name
    c. magazine name.
    d. All of the above.

12. An abstract is
    a. the full text of an article.
    b. a hard copy of an article.
    c. a brief summary of an article.

13. Before using information on the Internet, you should check to see if it is
    a. up-to-date, accurate and objective point of view.
    b. funny and makes you laugh.
    c. available on videotape..

14. A list of resources, compiled by people, organized by topics and subtopics is
    a. a directory.
    b. an atlas.
    c. a video tape.
    d. All of the above.

15. A keyword is
    a. a key that will help you open doors.
    b. a way to search for information.
    c. a word that tells you exactly what it means.
16. A Boolean search uses the terms
   a. and, or, not.
   b. always, sometimes, never.
   c. except, if...then.

17. Using the Boolean operator AND in your search
   a. narrows your search.
   b. confuses the computer.
   c. allows you to exclude a search term.
   d. All of the above.

18. To "cut off" a word (e.g., from whale to whal*) to find related words with different endings is called
   a. truncation.
   b. amputation.
   c. wild card.

19. Using the Boolean operator NOT in your search
   a. narrows your search and eliminates a term or idea.
   b. finds only pictures.
   c. takes you to a new search engine.
   d. All of the above.

20. When using keywords, it is important to
   a. include synonyms (words that have similar meanings).
   b. spell correctly.
   c. choose important words related to your search.
   d. All of the above.

21. Using the Boolean operator OR in your search
   a. gives you more specific information about your search terms.
   b. confuses the computer.
   c. gives you information about all of your search terms.

22. Putting quotation marks (" ") around two or more words means
   a. your spelling doesn’t matter.
   b. you don’t know what you’re doing.
   c. the words become a phrase.
TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures. It contains these components, in order of use:

1. Promotion and Advocacy Tools 6.1
   a. Flyer
   b. Reminder

2. Partners' Role/Descriptions 6.2

3. Project Timeline and Critical Logistics 6.3
   Gantt Chart

4. Measurement Guidelines 6.4

5. Project Resources with Budget 6.5
Promotion and Advocacy Tools

The Instructor with the aid of the teachers will promote the “Homework Help” workshop to the parents. The teachers will provide a sign-up sheet for the parents at Parents In Touch day. The teachers will give the parents a flyer about the workshop and tell the parents how helpful the program will be.

The teachers will have send reminders in the Friday newsletter to the parents 2 weeks and a week before the workshop is to begin.
Parents of 4th Grade Students at Center For Inquiry

Welcome to a Learning Opportunity!

Nancy Mobley, Librarian at the Riley Room for Young People at the Interim Central Library of the Indianapolis-Marion County Public Library will be presenting a technology program at CFI and at the Interim Central Library.

The 4th Grade classes will be assigned a Famous Hoosier project in November. The assignment will be due on November 24.

Mrs. Mobley will be showing you library and Internet resources that will help you assist your child in completing his/her assignment.

The workshop at the school will be November 10 at 6:30 p.m. Babysitting will be available at the school. The workshop at the Central Library will be Saturday, November 15 at 2:00 p.m.

Sign up for only one of the 2 workshops.

A drawing for Prizes will be given to parents who attend a workshop.
The Technology Workshop is Monday, November 10 at Center for Inquiry at 6:30 p.m. OR Saturday, November 15 at Interim Central Library at 2:00 p.m.

Participants of the workshop will be eligible for prizes. Prizes include 4 Family Memberships to Children’s Museum of Indianapolis, 2 tickets for Admission to the Children’s Museum for 1 Adult and 1 Child, and 4 Gift Certificates To Borders Bookstore.

Refreshments will be served.
RSVP nmobley@imcpl.org
The Role of Partners

Teachers of the elementary students will encourage parents of their students to become involved in the "Homework Help: An Introduction to Information Age Recourses for Parents." The teachers will promote the program during Parent/Teacher Conference. They will have provided a sign-up sheet for the parents to sign to commit to attending a workshop. The teachers will make a flyer on the program and/or send a flyer home that the Librarian made with the students.

In the flyer, information will explain the program. This should entice the parents that they will get the complete information about the program and the “major” assignment that will assigned to their student. The program will include information on what it will take to receive a good grade on the project. Handouts will be provided that the teacher will encourage the students to use so that they will be more organized.

The Teachers will clarify the assignment so that the child and parent will know what is expected from the student. Teachers will write details of the assignment that will have a clear outcome (product). Teacher will learn that the parents are capable of being good partners in the homework outcome. Parents will learn their role in the responsibility of the completion of the students’ homework and will become involved in their child’s school.

Teachers will be available to answer any question that the students or parents have of the assignment. Teachers will send out reminders in the students’ weekly folders that parts of the assignment should be completed by a given date.

The Media Specialist at the school will reinforce the skills with the students that were covered in the workshop and will stimulate interest in the students in search strategies on the Internet and other Information Age resources (i.e. online databases, pathfinders, Library’s Web site and others). The lessons will cover how to use keywords, how to do a Boolean Search and to write a bibliography. The Media Specialist will foster competence of search strategies and other Information literacy skills.

The Principal will be briefed before, during, and after the program on the progress of the program. The principal will encourage parents to attend the free program to increase their computer skills. He will gain parents the will be involved in the school and in their student’s homework.
Project Timeline and Critical Logistics

Homework Help lasted approximately four hours if the participants attended both workshops and work session. The length of each workshop was a little over one hour. There was so much material that needed to be covered in the workshop that two workshops were needed. The work session could have easily been another workshop. The work session allowed the parent and child time to search together. There were a few families that did not have a computer or computer with Internet access at home. The presenter was able to give personal attention to the parent and child at the work session.

The Gantt chart gives the project timeline. The chart enables the presenter and the partners to see what needs to be done and who needs to do what for the workshops to run smoothly.
<table>
<thead>
<tr>
<th>Activity List</th>
<th>Activity Owner</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Principal</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with Teachers and Media Specialist</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers tell parents about Workshop</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents completed Computer Use Survey</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind Parents about Workshop</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop at School for Parents</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop at Library for Parents</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaire about Information Age Resources</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work session at School for Parent and student</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work session at School for student</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment is due</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living Museum</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measurement Guidelines

Outcomes are measured by the parent taking four surveys. The first survey is just a basic survey to know the skill levels of each parent. This survey is taken at the Parent In Touch Day. This survey will let the presenter know the experiences that the parent has had with the Internet and the Indianapolis-Marion County Public Library. The presenter will then know how to tailor the workshop.

The two other surveys are a measurement of what the parent actually knows about the Internet, databases, search engines, and websites. The first will be handed to the participant when they arrive to the workshop. Enough time will be allowed for each participant to complete the survey and hand it in. The same survey will be given at the end of the second session. This survey will measure what the participant learned in the workshop. It will be in another color so the surveys will not be confused. This survey will be passed out at the end of the workshop. The parents will be allowed to enjoy the refreshments while finishing the survey.

Another survey could be given at the end of the first session. This survey will be reflective of what the parent learned that day and how comfortable he feels using the library webpage and other information resources. (I did not give this survey to the Parents in the program but I think this survey would be a good addition to keep the librarian informed with what the parents have actually gained from the program.)

Conclusion of Results

From the first survey, all the parents have used a computer and are familiar with the internet. 19% of the parents considered themselves advanced users. 38% used a computer daily. 43% used a computer occasionally. No one answered that they had never used a computer. Most had computers at home (81%). They all had library cards, but only 48% had used the library’s website. Only one parent had searched the pathfinders. Only 19% had searched the online databases. Parents unusually used the library website to check their borrower’s account, check the availability of library materials, renew library materials, and place holds for library materials. Only one parent did not have a public library card.

The Information Age Resource Questionnaire

This questionnaire should show that the Parents did not know the terms related to Information Age Resources. After the workshops, the parents made major progress in learning the terminology and how to improve their search strategies for better results. The parents were more at ease in using the computer for searching subjects that was needed for their child’s homework.

The chart will show how much the parent knows about the library and research; the Internet and databases; and Boolean and keyword searching. (Chart 64.b) The instructor will score the questionnaire and will be prepared on how to conduct the workshop.
INFORMATION AGE RESOURCES QUESTIONNAIRE:
Answers are in Capital Letters.

Question 1.       a   b   C   d
Question 2.       a   b   c   D
Question 3.       a   b   c   D
Question 4.       A   b   c
Question 5.       a   b   c   D
Question 6.       a   b   c   D
Question 7.       a   b   C
Question 8.       A   b   c   d
Question 9.       a   b   C
Question 10.      A   b   c   d
Question 11.      a   b   c   D
Question 12.      a   b   C
Question 13.      A   b   c
Question 14.      A   b   c
Question 15.      a   B   c
Question 16.      A   b   c
Question 17.      A   b   c
Question 18.      A   b   c
Question 19.      A   b   c   d
Question 20.      a   b   c   D
Question 21.      a   b   C
Question 22.      a   b   C
# Mastery of Information Literacy

**Participant:** ___________________________________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Usage and Research: (Questions 1-7)</td>
<td>How many correct Answers?</td>
</tr>
<tr>
<td>Knowledge of Internet and databases (Questions 8-15)</td>
<td>How many correct Answers?</td>
</tr>
<tr>
<td>Knowledge of Boolean searching And keyword searching (Questions 16-22)</td>
<td>How many correct Answers?</td>
</tr>
</tbody>
</table>

**Count the correct answers.**

- □ 7 points - you know your way around a library
- □ 4-6 points – you need to visit your library
- □ 0-3 points - you need to ask a librarian for help

Your score for Internet and Databases:

- □ 7 points - you know your way around the Net
- □ 4-6 points – you need to learn how to use a computer
- □ 0-3 points - you need to ask a librarian for help

Your score for Boolean and keyword searching:

- □ 6-7 points - you are successful searcher
- □ 3-5 points – you need to learn how to search
- □ 0-3 points - How do you find anything
**Project Resources with Budget**

This program can be given with no budget or a budget with incentives for the parents to come.

The school may have a computer lab or may have laptop for the parents to use. This program can be given at the public library where the program can be given in the computer lab.

*First Option:*
No monetary budget except time.
Equipment – laptops or PCs at school or library.

*Second Option:*
Incentive Budget
Incentives were given to entice the parents to come to the program.

Equipment---Laptops and PC at school or library

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Handouts and Assignments (folders, etc.)</td>
<td>$160.00</td>
</tr>
<tr>
<td>4 Family memberships to The Indianapolis Children’s Museum at $70.00 each</td>
<td>$280.00</td>
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<tr>
<td>8 admissions to the Children’s Museum</td>
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<tr>
<td>4 sets of a parent and child admissions- Adult ($9.50) and Child ($4.00)</td>
<td>$54.00</td>
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<tr>
<td>Gift certificates to Borders Bookstore ($20.00 each)</td>
<td>$200.00</td>
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<tr>
<td>Snacks, napkins, cups, etc for 2 sessions</td>
<td>$250.00</td>
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<tr>
<td>Babysitting for children of parents attending</td>
<td>$50.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$994.00</strong></td>
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</tbody>
</table>