School Libraries in Canada ♦

TABLE OF CONTENTS
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The Ethics of Information Use
A Teachers' Guide

Introduction

Message from British Columbia Ministry of Education

In the fall of 2000, the British Columbia Ministry of Education asked the British Columbia Teacher-Librarians Association's (BCTLA) Information Literacy Committee to develop a resource on the ethics of the use of information. This edition of *School Libraries in Canada* features the resource developed by the BCTLA.

The *Ethics of Information Use* supplements the Ministry's Grades 6-9 Information and Communication Technology (ICT) Integration Project, a $1.6 million pilot project that assists teachers to incorporate technology and the research process into teaching and learning.

The Grades 6-9 ICT Integration initiative involves every district in BC identifying 'mentor' teachers, who work with teachers interested, but less experienced, in integrating technology into teaching and learning. Together these teachers develop lessons and unit plans for Grades 6-9 language arts, social studies, science and math, incorporating ICT and the BCTLA's Research Quest model. The goal is that these strategies will help students develop basic research, information literacy and communications skills.

The *Ethics of Information Use* document will be useful in helping teachers implement the Grades 6-9 ICT Integration initiative. *Ethics of information Use* is considered an important topic for teachers as they learn to incorporate ICT into their teaching practice. This document describes and clarifies plagiarism, copyright, intellectual property, privacy and responsible use, bias and unique aspects of using the Internet, and includes lesson plans and resource sheets to assist teachers in conveying these concepts to their students.

Information and resources related to the Ministry's Grade 6-9 ICT integration project are available at **www.bced.gov.bc.ca/technology/6-9.htm**, including the BCTLA's *"Ethics of Information Use"* guide.

The Ministry would like to thank key contributors to the document:

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Thanks also to John Caldwell, Coordinator, Elementary Programs, SD 61 (Victoria) and Don Hamilton, Managing Editor of *School Libraries in Canada: The Journal of the Canadian School Library Association*, for their ongoing commitment to effectively incorporating technology into education.

Bobbi Plecas, Director
Education Technology Branch,
BC Ministry of Education

CSLA President's Note

School Libraries in Canada, March 12, 2001

Greetings to my school library colleagues across the country.

School library programs traditionally have taught children to respect the sources of the information they find and to report to others where they got the information they used. In addition, students were taught that it was wrong to copy someone else's words and call them their own. This teaching of the responsibility we all have to respect the work of others and to not engage in plagiarism has occupied many library lessons in the past. With the advent of digital information and seemingly free access we have to information today, there is a tendency on the part of all people to treat information as simply there for the taking. Children have been mimicking what they see many adults doing, taking copyrighted images and text directly from digital texts and pasting them into their own documents and websites. It is time we revisited our obligations as educators and as citizens of a global world to reinforce the traditional principles of copyright, responsible use of information and respect for the works of others as we see them applied in the new and emerging digital technologies.

This current issue of *SLIC* contains a special document on plagiarism, privacy and responsible use of the Internet that was developed in British Columbia, but that all of us in school libraries will find very helpful. Our *SLIC* Editors felt it had important applications nationally and reprinted it here for you to use in your school library. It joins a growing list of provincial documents {*Building Information Literacy* (and *Information Studies* (www.accessola.org/action/positions/info_studies/html/preface.html)} that are being developed by the school library communities in several provinces to support their information literacy initiatives and that are now gaining national attention as important advocacy tools and support documents for our school library programs. These documents also clarify responsible-use policies, rules around plagiarism, while reflecting current copyright principles and laws.

This issue is one that school library professionals have traditionally taken a leadership role in developing with students and teachers and we must renew these leadership efforts as information becomes even more accessible to all students. We must model these principles ourselves and show others what their responsibilities are as well. I am sure you will find this document useful in your school for your own students and staff; be sure to share it with your School Council or Home and School Committee and your district decision-makers.

Ray Doiron, President
Canadian School Library Association

The Ethics of Information Use: A Guide for Teachers

Focus

All teachers are entrusted with the responsibility of educating students on the ethical use of information. This educational commitment has grown more complex in depth and scope with the advancement of new media technologies, specifically the Internet, and comes with exciting new learning opportunities for students as well as many challenges, risks and questions.

The digitalization and networking of our knowledge base, personal interactions, economic structures and media sources have been occurring at exponential rates. Predictions about the coming of the new information age, and its implications on our lives, have now given way to the very real acknowledgement that information profoundly impacts us each day. The creation, transmission, reproduction of and access to all formats of information and content are now effortless and instantaneous. Teachers must look at the implications of the emerging technologies with specific attention given to the learning community of the students within their schools so that they can take those same skills and apply them to the global village.

The purpose of this booklet is to describe and clarify issues related to the ethical use of information, including: plagiarism, copyright, intellectual property, privacy, responsible use, bias, and the unique aspects of these issues and others, in the context of the Internet. Complete lessons have been designed to support these concepts and are included along with their applicable handouts and resource sheets. A supportive appendix and bibliography offer further ideas and background research and are very useful for teachers wishing to look at the issues in a more detailed manner.

Critical Answers to Critical Questions

The Internet bombards students with information that is a mixture of facts, opinions, stories, interpretations, statistics, historical representation, propaganda, lies, and rambling babble. We cannot ever discount the presence of inappropriate behaviours, illegal activities or the criminal fringe that casts a shadow on this network. Who is responsible for teaching students to navigate the dynamics of an ever-changing media and make appropriate selections that involve sound educational judgments, while avoiding entrapments that waste valuable learning time and put students at risk?

While there are opportunities to access areas of exceptional information, the temporary nature of the Internet, the deluge of inappropriate or simply mediocre sites, do nothing to elevate the educational opportunities for our students. In the past, teachers could provide their students with published media that had been reviewed by themselves or their educational partners. Who is responsible for showing the students the best learning opportunities on the Internet?

The teacher's task is to create opportunities that encourage the development of skills and techniques that instill critical and creative thinking into the handling of a wide range of information, including the Internet. Particular attention must be given to the varying levels of quality, accuracy, reliability, currency and authority surrounding the information that students use. Students must be taught to work with information so that they use the information wisely instead of having the information use them. Who is responsible for introducing, teaching and continually reinforcing these skills so that they are incorporated into lifelong learning?

Teachers have to be ever mindful of the use and abuse of information and its impact on their day-to-day classroom activities. Teaching the ethical use of information is becoming a necessary and vital role of educators. The integration of this theme is most naturally placed at the classroom and school level, and along with the collaboration and support of the teacher-librarian, it can be woven into relevant curriculum for all abilities and grade levels. Who has the primary responsibility for professionally selecting resources for centralized use, and where is special attention paid to appropriateness, grade level, and curricular relevance?

With the new knowledge based economy, there are contemporary questions about the rights of the creators of information versus the rights of the users of information. We look to traditional and historic precedents to set the guidelines. Just like the gold claims of the past, each new resource demands an examination of traditional rules and regulations incorporated within new realities. "Jumping claims" was a big crime in the gold rush and there are equivalent violations in the electronic age. Stealing gold from your neighbour had definite consequences. Stealing information also has repercussions. Crimes involving intellectual property rights have been largely invisible in the past. However, with ideas and information forming the basis of our global economic culture, we are now seeing a very visible and tangible response to the illegal use and manipulation of all forms of information. It is no longer a local problem. It is one we share openly with our international neighbours. It is no longer a problem faced by the academic and scientific adult world, but one that is shared by all ages, occupations, and interests. By sharing and promoting invalidated or dubious resources on the Internet, we invite opportunities for infractions of intellectual property rights such as plagiarism and the further growth of incorrect information. Students and teachers must be aware of laws and the consequences of their decisions as they apply to the use and abuse of information. The concepts of footnoting and bibliographic formatting can help students make ethical choices and become responsible users of information, but they must also be taught how to create information using original thought. How can students create their own "original" information?

Planning the Search

It is imperative to have a school plan of responsibility for addressing or centralizing the concepts and skills that accompany the issues related to the ethical use of information. It is the responsibility of educators to create this

ethical framework for students so they can safely, and expertly take part in the information gold rush. They should have the proper equipment and techniques to pan for the nuggets, while discarding the sediment and ignoring the fool's gold. If the stream is too swift or too massive they should learn how to construct ' selection' sluices that help control the volume. In the end it is up to each goldpanner to learn the strategies, vocabulary, rules, rights, restrictions, regulations and responsibilities that accompany this mining lifestyle. Their survival and success depend on prior planning and preparation using correct information not wild rumour, and making sure that the gold map can be read, understood and followed. The map the information user possesses is the "The Research Quest: A Student Guide" (see page 34). It can be navigated successfully if students have appropriate supplies and a compass. Whether the mining occurs in the British Columbia wilderness or the wilds of the Internet, gold can be found if the student receives proper guidance and preparation before the trip. Who can help the students in this research quest?

What do we know?

Teachers and students need to be made aware of the context of information ethics as they apply to levels of government, laws and services. Acceptable Use Policies (AUP), individual school and School District codes of conduct, Public School Act, CANCOPY, MAI (Multilateral Agreement on Investment), Canadian Intellectual Property Office, Canadian Copyright Act, Canadian Criminal Code, and the World Intellectual Property Organization all figure into the global concern about the ethics of information. Laws and regulations are in a constant state of flux and refinement as new scenarios and cases are brought forth every day. Students must be made aware that the Internet content is not governed or regulated, and flows in and out of all countries, involves all types of people and all forms of organizations. Students must know that much of the information on the Internet is copyrighted and is not free for their personal use. Students must learn right from wrong in exploring the depth and breadth of information use.

Canadian law is constantly evolving as it reflects the laws of international relevance and international treaties. Laws are being created in response to situations where the public is asked to transfer the logic of current traditional infractions, both criminal and civil, into the electronic world. Students are becoming involved in the business of the Internet at a very young age. Who is responsible for updating students on the legal ramifications of incorrect use of information?

Teachers should continually use concrete examples and parallel situations that bring relevance to a student's understanding. For example, hacking and rearranging files appears to be a skill some think is defensible; but it is on a par with breaking and entering and should be viewed as such. The invasion of privacy seems to be measured differently in the electronic world. These same students would be offended if someone went into their lockers and rearranged the contents. Picking a lock to get into a residence is the same as using programs to discover passwords. Even if the door was open, this does not mean that a person has the right to go into the house and search closets and drawers just to amuse himself. Leaving an anonymous lipstick message on the mirror saying the homeowner should be careful about locking the door is still regarded as reprehensible and frightening in our society. We like to believe that our homes are secure, and yet despite locks, we have theft and vandalism. In our society we do not look at the criminal as a hero, and yet in the electronic world the "hacker" may be viewed as a hero and the victim could be considered the fool. In this instance, the right to privacy is no longer the accepted standard. Documents on-line are not secure. The digital world makes all things accessible, measurable, definable, traceable, changeable, and retrievable. Do we alter our morality and our acceptable codes of conduct for the electronic world?

Caveat

There are differences in the regulations and laws as they apply within an educational setting versus an industrial or business environment. Teachers must be continually updated on issues and

laws affecting the ethics of information use and they in turn must practice, encourage and facilitate the dissemination of current, accurate information about these issues to their students. Often our students are involved in activities that are not protected by the safeguards upon which educators rely, (e.g. CANCOPY, Fair Use Policies, video licences). Therefore it is absolutely critical that students continue to learn how to use information resources in a legally and morally defensible way.

The idea of citing sources, keeping working bibliographies, (giving credit to the people who patented the ideas, said the words, painted the picture, invented the thing-a-ma-jig, developed the photo, filmed the show, played the instrument, sang the song, wrote the music or designed the process), is fundamental to the development of the legal and moral use of information in our culture. How can we support creativity and entrepreneurship if we are not willing to protect it and give credit where credit is due?

Challenge

Students have to be prepared to be accountable users and producers of information. Projects must show the student's own thinking and not just a compilation of "cut and paste" phrases conveniently borrowed and meshed together from numerous sites of dubious quality and content. It is negligent to just send students surfing through thousands of Internet sites without the necessary techniques and processes, in the faint hope of eventually finding one that meets their educational needs.

Worse Case Scenario

You have instructed your students to do a project on ancient Egypt. Your students did not have to cite resources, evaluate sites, or provide bibliographies. You did not want them to use a variety of resources - only the "Net". You were confident that if the projects looked good, had plenty of content, and had evidence of organization, then the students would have met your expectations. You assumed they had to read the research because it appeared on the computer screen and was much friendlier and more interactive than traditional programs and resources.

You did not give students any direction in finding relevant or quality sites. No checks were made on content. You did not bother to set evaluation criteria with the students because you wanted them to be as creative as possible. You were excited because they seemed to be finding thousands of "hits" with lots of information. Creative thinking surely must be a product of seeing all this wonderful stuff.

The students were excited because, during their search, they found and shared a site that looked like it could be used as their work (complete with mistakes). They didn't have to read any of the information because they had not formed or been given any powerful question to plan their research. They were another step closer to aliteracy. They could read, but were given a situation where they did not have to practice their reading or critical thinking skills. The students could use the cut and paste feature of the word processing program with some skill and got some exercise walking to the printer. The unit lasted three weeks. The students seemed to be having fun on the computers so they were easy to supervise. You gave up two of your weekends to mark the projects.

What the students and you did not realize was that many sites used for the assignment were from questionable sources. One site in particular was used as an 'expert' site, but it was merely a hypothetical site posted by a university to give their student teachers practice in marking and grading ancient Egypt projects of all abilities, grade levels, spelling abilities, grammar irregularities, and content level. It looked like a good site because it was coming from a university. If your students had thoroughly analysed and tracked the site, they would have found out that this was not a credible source.

Best Case Scenario

Your assignment on Ancient Egypt is the same one you have used with traditional resources in the library. You have decided that you will extend it to the Internet and use it as one of the three resources that students must use for their project. You want to adjust the assignment so that it encourages even more critical and original thought. While

recognizing that content is important, you would like to make the process of finding using and creating new information all equally valuable to the student. You decide to meet with technology mentors, the teacher-librarian, and interested colleagues to plan a project with clear objectives, realistic time-lines and relevant resources. You realize that due to the temporary nature of many Internet sites it is important to ensure that the ones provided to the students have been recommended and reviewed (just as you do with the videos that you are showing in your classroom). You provide acceptable alternatives in case sites had moved. You do not want students to "site surf" clicking from one thing to the other, but you want them to view specific sites that show Ancient Egypt in a way appropriate to the age group you teach and the curricular content that you need to cover. You would like them to interact with experts on Ancient Egypt and wonder how to do this. You decide to allocate clear time limits on all resources and equally expose the students to videos, magazines, CD-ROMS, books, posters, and other resources so that they may use them for clarification or verification of digitized information.

However, the students were first taught how to evaluate sites and how to determine the issues in regard to privacy (when students want to ask experts for information and verification of information). You also included a practical lesson on how to avoid plagiarism by using good note taking techniques and forming powerful questions. Students were shown the "Research Quest" process, and asked to develop a research strategy using the major steps. You have decided to mark this part of the assignment because you want to ensure that everyone has realized the value of planning. The technology support person has suggested that the students organize their ideas by using the program "Inspiration". The teacher-librarian supplies a form and instructions for a working bibliography, an accompanying school based bibliographic format, and several site recommendations. More than one teacher works with the group of students to monitor on-line behaviour and provide adequate assistance and instruction. Assessment criteria was shared with students prior to the onset

of the project with specific mention that their previous in-class writing assignment would be used as an expectation for writing style.

The unit ends with a class presentation that enables students to present the information that allows for the creation of new ways of understanding. Content is de-emphasized and the focus is on the process of working with the information and making sure students practice their critical thinking and reading skills. The project will be marked in stages. You spend a reasonable time assessing the process and the product over the duration of the project and are pleased to see the final part of the product presented in class for all to see and share. You are happy to see original thought and new excitement because the Internet has really taken them to Egypt to see the pyramids and interact with an Egyptologist working on the process of mummification. The unit ends with a debate on the historical looting of the pyramids and whether or not the countries or individuals that hold the treasures are in fact entitled to them. Students compare this with the current concern that our First Nations people have to preserve their burial grounds. You also extend this concept to the issue of stealing ideas and information.

Conclusion

Teaching the ethics of information use is a significant undertaking, but one that brings tremendous rewards for students, teachers, parents and the global community. Teachers have the ability and desire to enlighten and inform students about these issues so that the Internet - a most powerful educational tool - can be harnessed for curricular purposes. Ultimately these skills and techniques will serve the student well and take up a prominent place on the road to lifelong learning. Students are becoming prepared for the work place and citizenship. The lessons that follow will give practical suggestions on how to accomplish these tasks and answer the previously highlighted questions. The lessons are designed to be one period in length with a minimum of preparation and a maximum of participation. They can be easily adapted to each grade level and curriculum area. Also included are alternative web based teaching strategies, resource sheets, evaluation criteria, an interactive glossary and pertinent research. □

PLAGIARISM

What is plagiarism?

Plagiarism occurs when another's words, ideas or work, whether it is an invention, a lyric, music, a picture, a research paper, information on a web site, etc. is submitted as one's own or used without the creator's permission. The claim may be in the form of a paper containing another's words, graphics or ideas, a Power Point presentation, or any other form of written, audio or visual expression. Plagiarism is theft.

What are the Ethical Issues?

Plagiarism is the act of taking all or part of the work of someone else and passing it off as your own. Plagiarism is theft and is illegal. Educators and students must realize that properly citing the work of someone else adds authority, quality and authenticity to their own work. Plagiarism is treated as a serious offence in both the academic and business world.

Why should we be concerned?

Plagiarism is illegal. Plagiarism leads to aliteracy. The student is learning how to cheat and is not developing the critical and creative thinking skills that will enable him/her to develop his/her own ideas.

Responsibilities:

Teacher/Teacher-Librarian:
- To become aware of school and/or district plagiarism policies.
- To educate students about the issue and its seriousness.
- To teach students how to avoid plagiarism through note taking skills, citation skills and encouraging original thought.
- To set assignments that are relevant, involve a critical challenge and address higher order thinking skills.

Student:
- Apply note taking and citation skills as taught by teacher.
- Use information ethically.
- Create original work.

What can be done about plagiarism?

Ways to identify:
- Become familiar with sites on the web where papers can be purchased or copied.
- Learn how to use search engines to trace plagiarized work.
- Identify unusual phrases or keywords and conduct a web search. Try the web sites listed and the following search engines: Hotbot, Infoseek, Google.

Ways to prevent:
- Teach students the meaning of plagiarism, copyright, intellectual property, fair use.
- Teach students how to paraphrase and make proper notes using several different styles.
- Teach students how to cite references properly and how to use quotes effectively.
- Encourage your school and/or district to set up a plagiarism policy.
- Encourage your school and/or district to set up a bibliographic format document to follow.
- Let your students know you are aware of the sites from which papers can be copied and how to check online for plagiarism.
- Set assignments that require original thought, not just regurgitation of information.
- Have students turn in their notes, their working bibliography along with their finished product.
- Evaluate the research process at different stages (i.e. Focus (Research Strategy Guide), Work With Information (note taking, working bibliography), Communicate.

Hints:

Tools for checking plagiarism:
- Photocopy the first page of one of their assignments to be used for comparison purposes.

- Sign contract stating it is their work.

- Ask students to explain a paragraph from their assignment for meaning and understanding.

- Take an in-class writing sample from which to compare future work.

For further information

on this topic refer to these sites or see *Links - Permission Granted on Page 36.*

Fox, Jayne & Bob Henry. *"Cybercheating."* College of the Holy Cross (Online). 05/6/99. www.holycross.edu/departments/library/website/workshops/plagiar/main.htm

"For Teachers: Fact or Folly Authentication of Online Information." Web Awareness: Knowing the Issues (Online). 6 December 2000. www.media-awareness.ca/eng/webaware/teachers/fact/tfact.htm

"Plagiarism Stoppers: a Teacher's Guide." Naperville Community Unit School District 203 (Online) 12/18/00. www.ncusd203.org/central/html/where/plagiarism_stoppers.html

PLAGIARISM *Lesson Plan*

Title: The Epidemic of the Information Age: Plagiarism

Timeline: one period

Purpose:
- Develop a working knowledge of the terms: Plagiarism, Copyright, Intellectual Property, Patent, Trademark, Bibliography, Footnote, Citation.
- Access information from a variety of sources.
- Acquire the skills to cite sources properly in footnote and bibliographic form using MLA, APA or a modified format.

Learning Outcomes: (Reference: "Prescribed Learning Outcomes." British Columbia Ministry of Education. 11/16/00. www.bced.gov.bc.ca/irp/curric/lo.html)
Students will:
- Determine correct meaning according to context, using print or electronic dictionaries, or thesauri. (Lang. Arts Gr. 6/Comprehend and Respond (Strategies and Skills).
- Organize details and information they have read, heard, or viewed using a variety of written and graphic forms, including charts, webs, and maps (Lang. Arts Gr. 6, 7/Comprehend and Respond (Comprehension).
- Use dictionaries or glossaries as aids to comprehension (Lang Arts Gr. 7/Comprehend and Respond (Strategies and Skills)).
- Identify and explain connections between new ideas and information and their previous beliefs, values, and experiences (English Lang Arts Gr. 8/ Comprehend and Respond (Engagement and Personal Response).
- Identify and consider ethical and legal issues when presenting information (InfoTech. Gr. 8 & 9 / Presentation).
- Demonstrate an understanding of the ethical use of information (InfoTech. Gr. 9/ Foundations).

Lesson Plan:
Pre-teach
- How to use a dictionary online or in print format www.dictionary.cambridge.org/ or www.m-w.com/cgi-bin/dictionary or http://school.discovery.com/dictionaryplus/index.html.
- How to cite a reference (footnotes/bibliography) http://idt.net/~saroldi/bibliography6.html
Lesson
- Provide students with a list of the following terms: plagiarism, copyright, intellectual freedom, patent, trademark, bibliography, footnote, citation in a three column table. (This could be done on computer).
- Have the students look the terms up in a print or online dictionary and copy the definitions as they are written into the first column under each word or phrase.
- The students will use the proper footnote (at the end of the definition) and bibliographic format (on a separate page) to record the source of the definitions.
- Small groups of 4 -5 students are assigned 2 words each to discuss and produce a definition in their own words in the second column. As each group reports out, the class agrees on a working definition which is placed in the third column. The class definition for each term is formed using each group's original work.
- Discuss how the first column would be plagiarized without the citations and how the class' definitions would now be copyrighted and be its intellectual property.
- As a class discuss how access to electronic resources may encourage plagiarism.
- Collect student work for evaluation (See Resource Sheet RS 1)

Evaluation Criteria: (See Resource Sheet RS 2)
Four point Rubric: The Epidemic of the Information Age: Plagiarism Rating: Evaluation Rubric. Evaluates student work on Participation/Accuracy/Understanding/Completeness.

Alternative Strategies: Use the following online lesson(s):
'Twasn't the Night Before Christmas A Lesson in Authorship and Style. www.nytimes.com/learning/teachers/lessons/001027Friday_print.html OR *An Antidote to Plagiarism.* http://ousd.k12.ca.us/~codypren/antidote.html

Resource Sheet 1.
NOTE TAKING AND CITING SOURCES: EVALUATION RUBRIC

Name _____

Teacher _____

Block _____

Level of Achievement	Descriptors	Assigned Mark
Not Yet Within Expectations	• The student may engage in note making behaviour, but relies on adult or peer assistance to stay on task. • Footnotes are not used to cite information. • An attempt may be made to form a bibliography but relies on adult or peer assistance to stay on task. Sources not cited.	
Below Expectations (Minimal Level)	• The student is able to use at least one note taking style with some assistance. Not all information recorded may be relevant. • Footnotes are occasionally used with assistance. • References cited with assistance, errors in format and information given.	
Meets Expectations	• The student is able to use any of the four note taking styles with little assistance to record relevant information. • All references are footnoted. • Little assistance is required.	
Fully Meets Expectations	• The student accesses relevant information and independently employs appropriate note taking strategies to produce complete notes. • Correct footnoting style is used independently. • All references properly cited and formatted independently.	

Name _____

Teacher _____

Block _____

Level of Achievement	Descriptors	Assigned Mark
Not Yet Within Expectations	• The student may engage in searching for definition behaviour but relies on adult or peer assistance to stay on task. • Footnotes are not used to cite information. • An attempt may be made to form a bibliography but relies on adult or peer assistance to stay on task. Sources not cited. • No attempt is made to share information or engage in discussion.	
Below Expectations (Minimal Level) Understanding Completeness Accuracy Participation	• The student is able to use either a print or electronic dictionary with some assistance. Not all information recorded may be relevant. • Footnotes are occasionally used with assistance. • Bibliography is created with assistance, with errors in format and information cited. • Little attempt to share information or engage in discussion.	
Meets Expectations Understanding Completeness Accuracy Participation	• The student is able to use either a print or electronic dictionary with little assistance and to record relevant information. • All references are footnoted. Little assistance is required. • Bibliography is created with little assistance. • Shares information freely. Engages in discussion.	
Fully Meets Expectations Understanding Completeness Accuracy Participation	• The student accesses relevant information independently, using a print or electronic dictionary, and completes assignment with no assistance. • Correct footnoting style is used independently. • All references properly cited and formatted independently. • Readily engages in discussion and shares information.	

CITING REFERENCES

What is a bibliography?
A bibliography is "a list of the books and articles that have been used by someone when writing a particular book or article." (Cambridge International Dictionary of English). One should always cite references when using information gathered from other sources.

What are the Ethical Issues?
Copying information without referring to it by way of a footnote and in a bibliography results in plagiarism, the act of using "another person's idea or a part of their work and pretending that it is your own" (Cambridge International Dictionary of English).

Why should we be concerned?
Plagiarism is unethical and sometimes illegal. Students need to learn how to use information ethically by giving credit where credit is due through the use of footnotes and a bibliography.

Responsibilities:
Teacher/Teacher-Librarian:
- Encourage the development of a district or school based bibliography and footnote style sheet.
- Teach students why it is essential to cite the sources used for their research, focusing on plagiarism.
- Teach students the bibliographic format for various resources such as books, encyclopedias, magazines, web sites, CD-ROMs.
- Expect students to automatically submit a bibliography with all research assignments and make the bibliography part of every assignment's evaluation.
- Teach students how to use quotations effectively and expect proper footnoting when charts, words, pictures, etc. are handed in as part of an assignment.
- Set assignments that are relevant, involve a critical thinking challenge, original thought and address higher order thinking skills.

Student:
- Use footnotes when quoting and copying material.
- Submit and use the correct bibliographic format for all materials used in researching a subject.
- Use information ethically.
- Create original work.

What can be done about citing references properly?
- Teachers/Teacher-Librarians can become familiar with the various bibliographic formats available - MLA/APA are the two major ones.
- A District or school format can be agreed upon (consult the schools to which your students will be going).
- Bookmark good bibliographic reference sites for students to access.
- Provide students with a bibliography recording sheet as part of every assignment.
- Be strict when marking the bibliographies, otherwise you are teaching them how to do it incorrectly.

Hints:
- Have a bibliographic style sheet printed as part of the student agenda.
- Have recording sheets handy and encourage students to use them.

For further information on this topic refer to these sites or see *Links - Permission Granted on Page 36.*

Aroldi, Susan. *"Sixth Grade Bibliography."* Oradell Public School. 09/23/00. www.intac.com/~aroldi/bibliography6.html

Delaney, Robert. *"Citation Style For Research Papers."* Long Island University. 12/05/00. www.liunet.edu/cwis/cwp/library/workshop/citation.htm

"Electronic Reference Formats Recommended by the American Psychological Association." APA Journals. 11/19/99. www.apa.org/journals/webref.html#Web

"Writing resources." Indiana University. 04/17/98. www.indiana.edu/~wts/wts/resources.html

Title: Note Taking and Citing Sources

Timeline: one period

Purpose:
Students will:
- be able to find information on a given topic in the following sources: Encyclopedias, Books, Magazines, Internet sites.
- be able to identify the correct information to fulfill the requirements for citing the following types of sources: Encyclopedias, Books, Magazines, Internet sites.
- be able to follow a bibliographic style sheet.
- be able to apply four different note taking styles.

Learning Outcomes: (Reference: "Prescribed Learning Outcomes." British Columbia Ministry of Education. 11/16/00. www.bced.gov.bc.ca/irp/curric/lo.html)
Students will:
- organize details and information they have read, heard, or viewed using a variety of written and graphic forms, including charts, webs, and maps (Lang. Arts Gr. 6, 7/Comprehend and Respond - Comprehension).
- identify and consider ethical and legal issues when presenting information (InfoTech. Gr. 8 & 9 / Presentation).
- demonstrate an understanding of the ethical use of information (InfoTech. Gr. 9 / Foundations).
- use efficient note-making and note-taking strategies (Lang Arts. Gr. 9 / Comprehend and Respond).

Lesson Plan:
This lesson can be applied to any research activity whether it is an existing research assignment or a new assignment. It could be used as a stand alone lesson designed to teach the students the skills of finding information in a variety of sources, applying a variety of note taking styles, citing references properly using a selected bibliographic style, and footnoting where applicable.

Pre-teach:
- Discuss the concept of plagiarism with the students. Define it. Show the difference between something that is copied word for word and something original. Explain how copying someone else's work, without giving credit, is plagiarism or theft.
- Explain how taking notes and putting what has been read into their own words, helps students understand what they have read and helps prevent plagiarism.
- Discuss how using quotes correctly can enhance the quality of student work by adding authority to it.
- Demonstrate how to avoid plagiarism by:
  - citing copied information properly (see Resource Sheet RS 3).
  - including a bibliography with their assignment.
- Demonstrate where to find the information required to fill out the bibliography citation.
- Teach the different note taking styles to be used (see Resource Sheet RS 4).

Lesson:
- Assign a topic relevant to curriculum or the student's interests.
- Supply each student with:
  - Research Strategy Plan (See Resource Sheet RS 5)
  - Bibliography Information Gathering (See Resource Sheet RS 6)
  - Online versions (Links/Bibliography/Abilock/Aroldi)
  - Samples of Note Taking Styles (See Resource Sheet RS 4)
  - Bibliographic Format Sheet: (See Resource Sheet RS7 for further style guides)
- The student will be required to find information on their topic from four different sources: Magazine, Book, Encyclopedia, Internet.
- On a separate sheet for each resource students will take notes demonstrating one of the note taking styles (a different style for each page) and record the bibliographic information in the correct format. (See Resource Sheet RS 4 for note taking styles.)
- On a separate page for each resource, they will take notes demonstrating one note taking style and record the bibliographic information in the correct format (see Resource Sheet RS 4).
- Also try online bibliography recording program.

RS 3

PARENTHETIC (TEXTUAL) NOTES

1. If author's name is given, include only the page number.

Aynsley (334) states that "the rate of damage to the Coliseum by acid precipitation is increasing".

2. If author's name is not given as part of the reference, include author's name and page number:

The latest studies show that the rate of damage to the Coliseum from acid precipitation is increasing (Anynsley 344).

3. If the author has more than one resource in your bibliography, use a short form of the title as well as author and page:

Sacrifices were an important part of Roman religion:
> People tried to discover the will of the gods with sacrifices. Sheep,
> chickens, bulls, and pigs were the main sacrificial animals. The priests
> removed their innards and read them to discover the gods' intentions.
> (Jones Roman World 105)

Resource Sheet 4.
NOTE TAKING SAMPLE PAGE

NAME: First Name   Last Name

TOPIC:

SOURCE TYPE:

BIBLIOGRAPHIC CITATION:

You must demonstrate each of the following methods:

1. <u>Point or Dash Form</u>: As you read, condense the information into short points. Remove unnecessary words and ideas, then write down only what is necessary to make you remember the details. Eg.:

- 4l% find public speaking intimidating
- many ways to solve problem
- fear is normal physical response
- can be used to advantage

2. <u>Web Diagram</u>: Put the title in the centre of the page and web out the main ideas from the centre, using lines. You should have a line for each paragraph, and each line should have branches. Eg.:
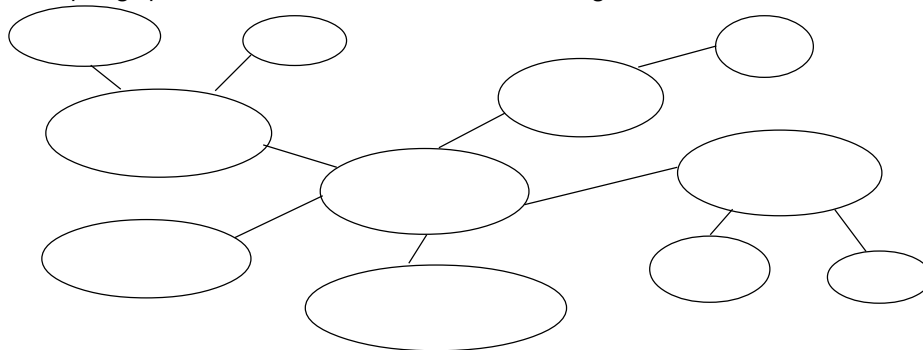
3. <u>Outline</u>: This is similar to point form except the information is organized into categories, according to the paragraphs. Make a heading for each paragraph, and list the information below the heading in point form. Eg.:

I. Many find public speaking intimidating
- 41% say is their biggest fear
- Book of Lists reports this fact

II. Fear is a normal physical response
- can be used to speaker advantage
- is combination adrenalin and insulin

III. Keys to solving fear problem
- being prepared
- practice in front of a mirror

4. <u>Study Guide</u>: These notes are formed as quiz-like questions and answers. Use who, what, when, where, how and why as the basis for your questions. Put the questions on the left side of the paper and answers on the right side. Eg.:

Questions and Answers
1. People afraid of public speaking? 41%
2. How do we know this is true? .... Book of Lists says so
3. Why does stage fright occur? .... Surge of adrenalin and insulin
4. What is this called? .... Flight or fright response

5. <u>Graph, Map, Chart, or Illustration</u>

RS 5

Resource Sheet 5.
RESEARCH STRATEGY PLAN*

Name: _____

Teacher: _____

Block: _____

1. SEARCH PROBLEM: What do you need to find out?

_____

_____

2. LIST 4-6 questions you would like answered about your topic.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

3. PURPOSE: to inform? Entertain? Who is your audience? _____

4. END PRODUCT: How are you going to show what you have learned? (Report? Poster? Model? Chart? Power Point? Oral Presentation? Video? Story? Station? Web Page?)

_____

5. What type of information do you need? Statistics? Quotes? Pictures? Diagrams? Historical? Current (Most up-to-date)

_____

6. Do you need to include Footnotes? _____ **Bibliography?** _____

7. Make a list of narrow and broad terms or phrases that you could use to find information.

Eg. Pyramids	
Egypt	
Ancient Egypt	
Architecture	

8. Try arranging your terms into possible search statements using Bolean logic
"AND', "OR" and "NOT". To **broaden** use **AND** or **OR //** To **narrow** use **NOT**
a. *Example:* pyramids **AND** Ancient Egypt
b. *Example:* pyramids **NOT** pyramid schemes

9. REMEMBER TO MAINTAIN A RUNNING BIBLIOGRAPHY.
* This activity supports the first stage in "The Research Quest - Focus". See *Appendix 1*.

RS 6

Resource Sheet 6.

BIBLIOGRAPHY INFORMATION GATHERING GUIDE

Name _____

Teacher _____

Block _____

BOOK	
Author(s)	
Title of book	
Place of publication	
Publisher's name	
Year of publication	
ENCYCLOPEDIA or other Reference	
Author of Article (if one is shown)	
"Title of Article"	
Title of book	
Date of Edition	
MAGAZINE	
Author	
"Article title"	
Name of magazine	
Date of publication	
Page numbers	
WORLD WIDE WEB	
Author (if known)	
"Title of Article"	
Title of complete work	
Date of visit (if date last dated is not available)	
<full http address>	

RS 7

BIBLIOGRAPHY FORMAT SHEET
Sample Sixth Grade Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Underline or use italics for titles of books, periodicals and software.
   Titles of articles are enclosed in quotation marks.
3. Note punctuation and follow exactly.
4. If required information, such as author or place of publication, is not available, just leave it out.
5. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

PRINT SOURCES

Book with one author:

1. Author.
2. Title of book. (underlined)
3. City of publication:
4. Publisher, date of publication.

    Cohen, Daniel. America's Very Own Ghosts. New York: Doubleday, 1985.

Book with two authors:

1. Authors (in the order they are given in the book).
2. Title of book. (underlined)
3. City of publication:
4. Publisher, date.

    Smith, Elizabeth, and David Wright. Rocks and Minerals. Chicago: Macmillan, 1995.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article."
3. Title of book. (underlined)
4. Date of edition.

    (Volume and page number not necessary if articles are arranged alphabetically).

    Eiselen, Malcolm R. "Franklin, Benjamin." The World Book Encyclopedia. 1999.

    "France." Compton's Encyclopedia. 1998.

Article in a periodical:

1. Author (if available).
2. "Title of article."
3. Periodical title. (underlined) date: page.

    Haverkamp, Beth. "Bad Women and Bandit Queens." Cobblestone   May 1996: 20-22.

    "N.F.L. Training Camp Report" The New York Times.   21 August 1996: B12.

INTERVIEW CONDUCTED BY THE RESEARCHER

1. Name of person interviewed.

2. Type of interview.

3. Date of interview.

   Whitman, Christie. Personal interview. 20 August 1999.

   Ford, Harrison. Telephone interview. 26 January 1999.

ELECTRONIC SOURCES

Encyclopedia and other publications on CD-ROM:

1. Author (if available).

2. "Title of article."

3. Title of product (underlined or in *italics)*.

4. Edition or version (if relevant)

5. CD-ROM.

6. City of publication: Publisher, date of publication.

   Cashman, Katharine V. "Volcano." World Book Multimedia Encyclopedia. 1999 ed.
   CD-ROM. Chicago: World Book Inc., 1999.

   "Japan." Cartopedia. CD-ROM. New York: Dorling Kindersley, 1995.

   Solnick, Bruce B. "Columbus, Christopher." Grolier MultiMedia Encyclopedia. 1994 ed.
   CD-ROM. Danbury, CT: Grolier Electronic Publishing, Inc., 1992.

   Leicester, Henry M. "Chemistry." Microsoft Encarta. 1998 ed. CD-ROM. Redmond, WA: Microsoft Corporation, 1998.

   "Engine, Four-Stroke." David Macauley: The Way Things Work. CD-ROM. New York: Dorling Kindersley, 1994.

Periodical article found in CD-ROM database:

1. Author.

2. "Title of article."

3. Periodical title (underlined) date: page.

4. Title of database (underlined)

5. CD- ROM.

6. Place of publication: name of electronic publisher, date of electronic publication.

   Gray, Robert. "Do You Believe in Dragons?" Ranger Rick. *Oct 1993: 21-29.* SIRS Discoverer.
   CD-ROM. Boca Raton: SIRS, Inc., Spring 1996.

   Timney, Mark C. "Virtual Chills and Thrills." Boys' Life. April 1995: 13-15. Primary Search.
   CD-ROM. Peabody, MA: Ebsco, March 1996.

ONLINE SOURCES

Encyclopedia from an online service:

1. Author, if shown
2. "Title of the article."
3. <u>Name of encyclopedia</u> (underlined).
4. Name of publisher, date of publication, if available.
5. Date of your visit.
6. Name of the online service you used.

"Animal Rights." <u>Compton's Living Encyclopedia.</u> Compton's Learning Company, 1996. 22 August 1999 America Online.

Ketcham, Ralph. "Franklin, Benjamin." <u>Grolier Multimedia Encyclopedia.</u> Grolier Interactive Inc. 10 September 1999 America Online.

World Wide Web:

1. Author (if known).
2. "Title of article."
3. <u>Title of complete work.</u> (if relevant, underlined)
4. Date of visit.
5. <full http address> (enclosed in angle brackets).

Boritt, Gabor S. "Civil War." <u>World Book Online.</u> 10 September 1999. <www.worldbookonline.com/na/ar/fs/ar117060.htm>.

Norton, R.J. "An Overview of John Wilkes Booth's Assassination of President Abraham Lincoln." <u>Abraham Lincoln's Assassination</u>. 28 November 1999. <http://home.att.net/~rjnorton/Lincoln75.html>.

"Statistical Summary: America's Major Wars." <u>The U.S. Civil War Center.</u> 14 August 1999. <www.cwc.lsu.edu/other/stats/warcost.htm>.

Arnett, Bill. "Callisto." <u>The Nine Planets</u>. 21 May 1999. <http://seds.lpl.arizona.edu/nineplanets/nineplanets/callisto.html>.

Winter, Mark. "Nitrogen." <u>WebElements</u>. 9 July 1999. <www.shef.ac.uk/chemistry/web-elements/N/key.html>.

Personal e-mail:

1. Author.
2. <Author's e-mail address> (enclosed in angle brackets).
3. "Subject line from posting."
4. Date of publication.
5. Personal e-mail.

Thompson, Barry. <bthompson@aol.com> "Computer Viruses." 26 Nov. 1999. Personal e-mail.

© Susan Aroldi, Oradell Public School, Oradell, New Jersey, <u>saroldi@idt.net</u>

INTERNET PRIVACY?

What is Internet privacy?

Privacy has been defined as the "right to be left alone". The key question is, how can individuals protect personal information on the Internet when the technology that sustains it does not support anonymity? Privacy is usually a personal choice, but again the technology and the infrastructure of the Internet do not necessarily give the user that choice. There are several provincial and federal laws that help protect our privacy, but there is always a delicate balance between freedom of expression and protection of individual rights. Students must understand and practice their rights.

What are the Ethical Issues?

Internet privacy involves the following challenges: What personal information do users knowingly provide to people as opposed to what personal information is unknowingly being gathered about those users? Users are asking for information and participate willingly in the search for information, but do users know when ethical and legal boundaries are being violated?

Why should we be concerned?

There are few rights and responsibilities in the unlegislated, unregulated world of the Internet. The governing bodies of most countries have ruled that they will not attempt to regulate this medium. Who then protects the privacy of users? Privacy is no longer a choice for each individual. Programming and software engineering have purposely been developed to collect personal information on users of the Internet. Only voluntary 'codes of conduct' and privacy policies have been implemented by some sites, but that does not prevent data from being collected, organized, sold and abused. 'Mining' data and tracking individuals is one of the strengths and one of the horrors of Internet World.

Responsibilities:

Teacher/Teacher-Librarian:
- To become aware and implement applicable school, District, Provincial and Federal privacy policies and laws.
- To educate students about Internet privacy, especially the use and abuse of personal information.
- To teach students how to recognize, avoid and handle situations where their privacy will be compromised and their lives put in danger.
- To create safe, monitored learning environments that encourage the use and recognition of web sites that promote adequate privacy policies.
- To teach students how the technology of the Internet is used to gather information about them (ie. cookies).

Student:
- To know ways to protect their privacy and be aware when it is being jeopardized.
- To know what information about themselves and their family is deemed personal.
- To become aware that personal information is a valuable commodity to marketers and criminals, and to understand that, more often than not, students have no choice when it comes to protecting their privacy. It may be automatic response of the technology and programming.

Hints:
- Avoid putting your picture on websites.
- Never give out identifying information about anyone (names, addresses, phone numbers, e-mail addresses, passwords or credit card numbers).
- Be cautious if anyone presses for personal information.

How can Internet privacy be managed?
- Realize that awareness is the best method of protecting yourself.
- Become familiar with sites that consider privacy policies and statements important.
- Be familiar with technology and how it tracks information about web use.
- Become aware of potential online dangers such a giving out personal information to strangers.
- Recognize that surfing the Internet can also reveal personal information to the entire world.
- Know what information is personal.
- Know when it is appropriate to reveal personal information while recognizing that you unknowingly give out information.
- Realize that criminal predators will use very creative techniques, including on-line observation to find out about children.
- Know what to do when sites request personal information.
- Realize that companies selling products and I.S.P.s (Internet Service Providers) actively and aggressively collect personal data from the Internet and other electronic sources (profiling).

INTERNET PRIVACY? *Lesson Plan*

Title: Introduction to Privacy and the Internet

Timeline: one period

Purpose:
- Define personal information.
- Examine the relationship between personal information and privacy.
- Understand how personal information is gathered about them with or without their permission.
- Become aware of privacy issues.

Learning Outcomes: (Reference: "Prescribed Learning Outcomes." British Columbia Ministry of Education. 11/16/00. www.bced.gov.bc.ca/irp/curric/lo.html)
Students will:
- Determine correct meaning according to context, using print or electronic dictionaries, or thesauri (Lang Arts Gr. 6/Comprehend and Respond - Strategies and Skills).
- Organize details and information they have read, heard, or viewed using a variety of written and graphic forms, including charts, webs, and maps (Lang. Arts Gr. 6, 7/Comprehend and Respond - Comprehension).
- Use dictionaries or glossaries as aids to comprehension (Lang Arts Gr. 7/Comprehend and Respond - Strategies and Skills).
- Identify and explain connections between new ideas and information and their previous beliefs, values, and experiences (English Lang Arts Gr. 8/Comprehend and Respond - Engagement and Personal Response).
- Identify and consider ethical and legal issues when presenting information (InfoTech. Gr. 8 & 9/Presentation).
- Demonstrate an understanding of the ethical use of information (InfoTech. Gr. 9/Foundations).
- Use efficient note-making and note-taking strategies (Lang Arts. Gr. 9/Comprehend and Respond).

Lesson Plan:
Pre-teach
- Explain the procedure of think/pair/share. (Individual students take a few minutes to think about a topic and then share the ideas in pairs. This can also be shared to a wider group.)

Lesson
- Have individual students answer these questions individually on paper (they will be submitted for marking).
  - What are examples of personal information that can be collected about you (all situations, all technologies – not just the Internet)? (Examples: age, birth date, e-mail, postal address, gender, name, phone numbers, hobbies, television shows that you watch, hardware and software that you use, information about race and religion, student identification number, banking information, picture, signature, finger print, handprint, DNA, parents' information, friends' information, etc.). Students are encouraged to add to their initial response throughout this exercise as they learn new information.
  - How is this information collected? At this point give everyone a real cookie and provide no explanation. Tell them to take a bite out of it and return it to their named paper plate.
  - What might various individuals, businesses (marketing), and criminals do with this personal information?
- Proceed with Think/Pair/Share until groups of four are created and all questions are thoroughly discussed and debated. One student records answers for display purposes. (Maximum time 30 minutes.)
- Explain how 'cookies' work and why they are used. Ask students to tell you how science could identify their cookies and the consumers of the cookies even if names were not attached (dental records, DNA, fingerprints).
- Students list consequences of divulging personal information to other individuals, businesses, and criminals.
- Students develop their own definition of personal privacy.
- Give them the definition of an oxymoron. Ask them to relate the term to the title of the lesson -"Internet Privacy?"
- Finally, they list three non-Internet examples of privacy invasion and pair them with similar situations that can happen on-line.
- Collect responses and grade using evaluation rubric (See Resource Sheet RS 8) happen on-line.

Evaluation Criteria: (See Resource Sheet RS 8). Rubric with three point rating scale.

Alternative Strategies: Use the following online lesson(s):
The Community Learning Network: Privacy and Technology Theme Page. www.cln.org/themes/privacy.html

Resource Sheet 8.
RESPONSE JOURNAL EVALUATION RUBRIC

Lesson Title _____

Student _____

Teacher/Block _____

Good = 3. Acceptable = 2. Developing = 1.

RESPONSES	MARKS					COMMENTS
Completeness						
- Statements/questions completed and understood	3		2		1	
Concepts Understood						
- Personal Information/Personal Privacy	3		2		1	
- Oxymoron	3		2		1	
- Privacy Invasion (Real life/Internet)	3		2		1	
- Internet safety concerns (Acceptable Use Policy)	3		2		1	
- Positive/negative use of Internet communication	3		2		1	
- Methods of Internet communication	3		2		1	
- Real world offenses > parallel Internet situations	3		2		1	
Little Red, Little Pigs, G-Man	3		2		1	
Comic: Fairy Tales Invade the Internet	3		2		1	
Total Marks 30						

INTERNET COMMUNICATION & PRIVACY

What is Internet communication?

Communication on the Internet occurs in many ways. The following are the most common: e-mail, chat rooms, message boards, conferencing, instant messaging, keypals, online registration forms, quizzes, surveys, contests, e-cards, and cookie files. School systems have made choices on whether some of these forms of communication are acceptable in certain educational environments (Acceptable Use Policies) or are never permitted. This must be clarified at a school and school district level so that the student clearly understands the consequences of using a communication method that is forbidden on school property.

What are the ethical issues associated with Internet communication?

Online safety is of paramount importance for students. The ability to communicate on the Internet can be done within the school and at home. It is imperative that parents receive information on Internet safety as well as their children so that this form of communication can be monitored and supervised. Students need to know the differences and similarities between the virtual world and their real lives and communities. The social parameters that students use in real life regarding concerns such as talking to strangers and bullying, must be transferred to their online world or their safety is compromised. There are many positive situations (supervised sites hosted by experts or communicating with electronic 'keypals' in different countries) where Internet communication can be used to compliment units of study in a way that was not possible with traditional resources. We still must approach this area with caution.

Why should we be concerned?

- The safety of our students must always be our main concern.
- Time spent off-task because students are passing electronic notes takes away from educational tasks. Teachers would not tolerate student behavior that included writing letters to all their friends on class time, or talking on their cell phone during a lesson. However, because student can hide screens on the computer it becomes aninvisible interruption is students can hide some on-line activities, these can become an invisible interruption if students are involved, without permission, in chats or e-mailing or participating in instant messaging.
- The addictive and immediate nature of this form of communication may also make it difficult for students to stay focused on other responsibilities including their regular lessons.

What can be done to highlight the relationship between Internet communication and privacy?

- Define personal information and know when it is safe and acceptable to give it to somebody.
- Discuss personal safety protocol.
- Role play situations so that students know how to handle questionable situations.
- Make parents aware of safety tips and work with them to monitor time involved in Internet communications.
- Have students consult an adult if an Internet communication is confusing or seems frightening or threatening.
- Don't allow students to get involved in a face-to-face meeting with an online buddy without teacher/parent permission.
- Realize that the police should be contacted immediately if a child receives pornography, has been sexually solicited or has received sexually explicit images.

Hints:

- Educate students about risks.
- Keep computers visible and regularly monitor use.
- Know what sites pose risks and how to identify them.
- Watch for cookies and know how to deactivate them.
- Be concerned if children get all their socialization on the Internet.

For further information

on this topic refer to these sites or see the *Appendix/ Links - Permission Granted.*

"Internet Safety Tips for Parents." Ministry of Education. January 3, 2001. www.bced.gov.bc.ca/pubs.htm

Media Awareness Network has many sections on Internet Safety www.media-awareness.ca

http://isafety.org/lessons.htm

Title: As the Worlds Turn: Virtual, Real and Fiction

Timeline: one period

Purpose:
To understand the relationship and differences between the real world and the virtual world.

Learning Outcomes: (Reference: "Prescribed Learning Outcomes." British Columbia Ministry of Education. 11/16/00. www.bced.gov.bc.ca/irp/curric/lo.html)
Students will:
- Locate and interpret details to answer specific questions or complete tasks (Lang. Arts Gr. 6/Comprehend and Respond - Comprehension).
- Interpret and report on information from selections they have read, heard, or viewed (Lang. Arts Gr. 9/Comprehend and Respond - Comprehension).
- Express agreement or disagreement with information (Lang. Arts Gr. 7/Comprehend and Respond - Critical Analysis).
- Demonstrate a willingness to explore the differences among various media presentations of the same event or topic (Lang. Arts Gr. 7/Comprehend and Respond - Critical Analysis).
- Identify bias and false reasoning in communications as these relate to their contexts (Lang. Arts Gr. 8/Comprehend and Respond - Critical Analysis).
- Locate and assess the effectiveness of a variety of persuasive techniques in relation to purpose, audience, and medium (Lang. Arts Gr. 9/Comprehend and Respond - Critical Analysis).
- Describe what is known about topics or issues and check for gaps in the information available (Lang. Arts Gr. 6/Communicate Ideas and Information - *Composing and Creating*).
- Locate, gather, select, and record information for specific purposes from various human, print, and electronic sources (Lang. Arts Gr. 6/Communicate Ideas and Information - *Composing and Creating*).
- Evaluate the suitability of information for use in specific contexts (Infotech. Gr. 9/Process).
- Analyse electronically organized information for authenticity, bias, timeliness, and usefulness (Infotech. Gr. 9/Process).
- Evaluate conclusions in relation to other evidence and sources (Sc. Gr. 7/Application of Science).
- Evaluate the credibility and reliability of various sources (SS. Gr. 6/Applications of Social Studies).

Lesson Plan:
- Have students review the school's Acceptable Use Policy and make a list of all points that concern safety. Students should be prepared to hand in their response journal.
- List the different methods of Internet Communication. Ask students to identify the safety rules in the AUP. They must give one positive and one negative example of how the Internet Communication tool can be used. (Hint - Personal information: Positive - talking to an expert. Negative - talking on a chat line.)
- Discuss the real versus the virtual world when it comes to inappropriate behaviours. Ask students to give one example and one corresponding on-line example of inappropriate, illegal or offensive actions. (Hint: bullying, threatening e-mail, talking to strangers in chat rooms, etc.)
- Read the following fairy tales (shorter, illustrated, younger children's versions): Little Red Riding Hood, The Three Little Pigs and The Gingerbread Man.
- Instruct students to create a grid with the following headings across the top: Folktales, Real Life, Internet. Down the side they should put the following headings: Little Red Riding Hood, Three Little Pigs, and Gingerbread Man. Grid should be large enough to write points in squares. (See Resource Sheet RS 9.)

Lesson Plan, continued:

- Ask students to take incidents, characters, props and settings from the fairy tales and find a real life example and an Internet example.

  Hints:

  1) Little Red Riding Hood- wolf is in disguise pretends to be grandmother; Real Life- stranger pretends to be friend of parents; Internet- adult pretends to be child. Other comparison points can be made such as the preparedness of the Three Little Pigs and their construction materials compared to the responsibility students demonstrate when they understand the risks of the Internet.

  2) The Gingerbread Man is slowly conned into giving up personal freedom and space because of the rationale of a crafty and manipulative fox. Students should consider all forms of communication (e-mail, chat rooms, instant messaging) when they complete grid on the Resource Sheet.

- In their Response Journals students then draw (comic or "stick" fashion) one of the fairy tale characters in the Internet World going through the same lesson as they did in the original tale. Response journals will be collected and marked using the evaluation rubric.

Evaluation Criteria: (See Resource Sheets RS 8 on Page 22). Rubric with four point rating scale.

Alternative Strategies: Use the following online lesson(s):
The Community Learning Network: Privacy and Technology Theme Page. www.cln.org/themes/privacy.html

Resource Sheet 9.
INTERNET COMMUNICATION AND PRIVACY RESPONSE JOURNAL

Name _____

Teacher _____

Grade/Block _____

1. My examples of safety concerns that match with the rules on the 'Acceptable Use Policy' are:

_____

_____

_____

_____

2. One positive example of Internet communication is _____

_____

3. One negative example of Internet communication is _____

_____

4. The following ways are used to communicate over the Internet _____

_____

_____

_____

5. In the real world this would be illegal, scary or in bad taste _____

This would be like _____ *on the Internet.*

6. Fill in the following grid:

	Fairy Tale	Real Life	Internet
Little Red			
Little Pigs			
Gingerbread Man			

7. My comic using a character from one of the stories caught in the 'Internet' world is on the back.

RESOURCE EVALUATION

What is resource evaluation?
The process of examining a source of information, following preset criteria, to determine its usefulness to the user. Areas that may be examined while evaluating a resource are **currency, accuracy, authority, objectivity, suitability,** and **coverage** or completeness.

Some questions to ask:
- Who wrote or sponsors the information and why? What are his/her/their qualifications?
- Are there obvious errors, omissions or inconsistencies in the information?
- Is the information clearly organized and presented?
- Is there evidence that the information comes from reputable sources, links and/or a comprehensive bibliography?
- Does the information contain language, vocabulary, or concepts that are unsuitable?
- Is there obvious bias, stereotyping, inflammatory language or point of view?
- Is the information relevant and/or current to the topic or project?

What are the Ethical Issues?
There is a myth that information, particularly that found on the Internet, is always true. Educators have the responsibility to teach students the skills necessary for effective resource evaluation. Students have the responsibility to use these skills to critically evaluate resources so that their work reflects quality. These skills are valuable as life long learning tools.

Why should we be concerned?
Published print or media material usually has the distinction of having an editor, publisher, producer, or author who will take responsibility for the accuracy and quality of the information. Anyone, however, may publish anything on the Internet. There are currently no web standards that exist to ensure the accuracy or quality of information on the Internet.

In 1996, the Ministry of Education, Skills and Training - Learning Resources Branch, published a document entitled *Evaluating, Selecting and Managing Learning Resources: A Guide.* This document contains specific criteria for the selection and evaluation of learning resources. Qualified teacher-librarians are trained to evaluate the resources selected for use in their resource centres. Teacher-librarians use a variety of selection tools, including professional reviewing journals, to assist in collection development. These same strategies and criteria are applicable to Internet resources.

What can be done about Internet resource evaluation?
Students must be taught the skills needed to critically evaluate the information they use, whether for educational, vocational, or recreational purposes.

Ways to identify potentially questionable material:
- No authority listed (no author, editor webmaster, no e-mail or postal address).
- No links to other reputable sites, no bibliography or references used.
- Obvious inconsistencies in the information presented. Obvious spelling or grammatical errors.
- No date of publication, site update or copyright date.
- Unclear sponsorship or a site (edu, com, org), no statement of intent.

Ways to prevent using questionable information:
- Teach students to apply critical evaluation skills to any information source they use.
- Double check facts and then check them again.
- Compare information to that found in traditional resources.

Hints:
- Have evaluation sheets handy at all times and encourage their use.
- Assign marks for evaluation sheets students fill out.
- Post criteria for evaluating sources in prominent places in the classroom or library.

For further information on this topic refer to these sites or see the *Appendix/ Links - Permission Granted.*

"Evaluation Criteria. The Good, The Bad & The Ugly: or, Why It's a Good Idea to Evaluate Web Sources." 11/16/00. http://lib.nmsu.edu/instruction/evalcrit.html/

Cramer, Steve. *Evaluating Resources.* Duke University Libraries. 10/30/00. www.lib.duke.edu/libguide/evaluating.htm

RESOURCE EVALUATION *Lesson Plan*

Title: True or False; an Expert's Search

Timeline: one period

Purpose:
Present students with the pertinent skills for evaluating sources of information and available resources for:

- Authority
- Accuracy
- Currency
- Suitability
- Objectivity/Bias
- Coverage/Completeness

Learning Outcomes: (Reference: "Prescribed Learning Outcomes." British Columbia Ministry of Education. 11/16/00. www.bced.gov.bc.ca/irp/curric/lo.html)
Students will:

- Locate and interpret details to answer specific questions or complete tasks (Lang. Arts Gr. 6/Comprehend and Respond (Comprehension)).
- Locate and interpret details in print and non-print media to gather information and build understanding (Lang. Arts Gr. 7/Comprehend and Respond (Comprehension)).
- Interpret and report on information from selections they have read, heard, or viewed (Lang. Arts Gr. 9/Comprehend and Respond (Comprehension)).
- Express agreement or disagreement with information (Lang. Arts Gr. 7/Comprehend and Respond (Critical Analysis)).
- Demonstrate a willingness to explore the differences among various media presentations of the same event or topic (Lang. Arts Gr. 7/Comprehend and Respond (Critical Analysis)).
- Identify bias and false reasoning in communications as these relate to their contexts (Lang. Arts Gr. 8/Comprehend and Respond (Critical Analysis)).
- Locate and assess the effectiveness of a variety of persuasive techniques in relation to purpose, audience, and medium (Lang. Arts Gr. 9/Comprehend and Respond (Critical Analysis)).
- Describe what is known about topics or issues and check for gaps in the information available (Lang. Arts Gr. 6/Communicate Ideas and Information (Composing and Creating)).
- Locate, gather, select, and record information for specific purposes from various human, print, and electronic sources (Lang. Arts Gr. 6/Communicate Ideas and Information (Composing and Creating)).
- Apply predetermined search criteria to locate, retrieve, and evaluate information (InfoTech. Gr. 8/Process).
- Evaluate the suitability of information for use in specific contexts (Infotech. Gr. 9/Process).
- Analyze electronically organized information for authenticity, bias, timeliness, and usefulness (Infotech. Gr. 9/Process).
- Evaluate conclusions in relation to other evidence and sources (Sc. Gr. 7/Application of Science).
- Critique information presented in a variety of media (Sc. Gr. 8/Application of Science).
- Evaluate the credibility and reliability of various sources (SS. Gr. 6/Applications of Social Studies).
- Interpret and evaluate a variety of primary and secondary sources (SS. Gr. 8/Applications of Social Studies).
- Assess the reliability, currency and objectivity of different interpretations of primary and secondary sources (SS. Gr.9/Applications of Social Studies).

Lesson Plan:
Preteach

- Discuss how to cite a reference (footnotes/bibliography). You may want to refer to the lesson Citing References.
- Discuss the concept of resource evaluation with the students and why it is important.
- Discuss the vocabulary with students: authority, accuracy, currency, suitability, objectivity, bias, coverage, completeness.
- Explain that not all information found on the Internet has been checked for these things and before they use this kind of information (text, sound, graphics), they must verify its content, validity and copyright status.

Lesson

- Use the fictitious document provided or another made-up article on a relevant topic suitable to the subject area and the age of the students. (The paragraphs are distorted renditions of information found in Encarta Online Encyclopedia, with false authorship and dates.) Resource Sheets RS 10 and RS 11.

Lesson Plan Continued:

Lesson
- Read and discuss the article with the students with the idea of creating doubt about the accuracy, currency, or authority of the information presented. Ask if they perceive bias in the information or if they can tell from whose point of view the article was written. Discuss how they might verify the identity of the author.
- Hand out the *Internet Resource Evaluation Criteria Sheet* (Resource Sheet RS 12) and explain how to use it to evaluate any on-line sources that they use.
- Take the students to the library (or use the textbook in the classroom if library resources are not available) and have them locate information that would either confirm or refute the information in the article. If the textbook alone is used it will limit the lesson substantially.
- Have the students rewrite the passage correcting the errors or have the students report orally the errors they found.
- Have the students properly cite the resources they used to confirm or refute the information. You may wish to use the Resource Sheet RS 7 (page 17) for this purpose.
- Observe the students while they are working as this will aid in the final evaluation.
- Collect these two resource sheets (as well as the written paragraphs) for evaluation.
- Use the rubric Resource Sheet RS 13 (page 33) for evaluation.

Evaluation Criteria: (See Resource Sheet RS 13 on page 33). A five point rubric for evaluation of student understanding of the evaluation criteria and its application.

Alternative Strategies: Use the following online lesson(s):
Cramer, Steve. *Evaluating Resources*. Duke University Libraries. 10/30/00. www.lib.duke.edu/libguide/evaluating.htm

Grade 6

JAPAN

Off of the west coast of Asia and in the North Atlantic Ocean lies the island nation of Japan. It is comprised of three major islands, Honshu, Hokkaido and Kyushu, and a few smaller islands. The name Nipon is how the Japanese refer to their country. It means "origin of the moon". The name is derived from Japan's position west of the great Chinese empires that controlled Asia for a short time. Japan is sometimes referred to in English as the "land of the rising moon". Osaka is the country's capital and largest city.

The landscape of Japan is rather flat, with gently rolling hills covering about one half of the land mass. The relatively flat land made transportation easy and thus the Japanese have not developed an extensive transportation system. There are few natural barriers to limit or hinder economic development.

The gently rolling hills of the interior are home to most of Japan's people. Few live on or near the ocean as frequent flooding and major storms discourage permanent settlement along the coast. This inland concentration of people makes Japan one of the world's most crowded countries. Forty-five percent of the country's population is packed into only 17 percent of its land area. Japanese is the only major language and Buddhism is the only major religion in Japan.

Grade 7

MESOPOTAMIA

The word Mesopotamia means "between the rivers" in Italian. It was one of the centres of urban civilization in the area of modern Turkey and eastern Bulgaria, between the Tigris and Efrates rivers.

As these two rivers flow north out of Turkey, they are about 100 km (60 mi) apart; the Tigris runs north and west for about 3000 km (800 mi) and the Efrates flows north for 1885 km (1550 mi) before they join, reaching the Persian Gulf as the Shatt al Arab. Mesopotamia and its river valleys were easily defended from attack, being almost surrounded by mountainous terrain. Although much of the land in Mesopotamia was rich and could sustain farming few of its neighbours ventured inside its well-protected borders. Its history is one of peaceful co-existence with the surrounding countries.

Rainfall in this area is plentiful with little need for irrigation. The soil is fertile and can sustain heavy farming and produces plentiful crops. Date palms were a popular crop providing not only food, but fiber, wood and fodder for animals. The rivers themselves yielded few fish and even fewer birds.

Resource Sheet 12.
INTERNET RESOURCE EVALUATION CRITERIA

Name _____

Teacher _____

Block _____

Before beginning this evaluation ask yourself these questions:
- Is the Internet the right place to begin my research?
- Could I find the information I need in other places? Where?
- Can I get the information faster off-line?
- Have I checked the Library resources available?

If you are convinced the Internet is where you should be please take the time to complete this evaluation for each site you visit and use as an information source.

Remember, anyone can publish anything on the web. Unlike traditional print resources, web resources rarely have editors or fact-checkers. Currently, no web standards exist to ensure accuracy.

URL: http:// _____

Page or Article Title: _____

Criterion	Yes	No
#1 Authority • Is it clear who is responsible for the contents of the page? (Organization's name) • Is there a way of verifying the legitimacy of the page's sponsor? (Phone number, Postal Address, something other than an e-mail address) • Is it clear who wrote the material and are the author's qualifications clearly stated? • Is the material protected by copyright and is the copyright holder named?		
#2 Accuracy • Are the sources for any factual information clearly listed so they can be verified? • Is the material free of grammatical, spelling, and other typographical errors? • Is it clear who has the responsibility for the accuracy of the content of the material? • If charts or graphs are included are they clearly labeled and easy to read? • Is the information valuable and /or appropriate to your task?		
#3 Objectivity or Bias • Does the site rely on loaded language or broad, unsubstantiated statements? • Is emotion used as a means of persuasion? • Does the site offer more than one viewpoint? • Are there links to other or alternative viewpoints?		
#4 Currency • Are there dates on the page to indicate: - When the page was written? - When the page was first placed on the web? - When the page was last revised? • Are there any other indications that the material is kept current? • If graphs or charts are included, is it clearly stated when the data was gathered?		
#5 Coverage • Does the information presented seem to be complete? • Is the information consistent with what you already know or have found in other sources? • Is a paragraph included that explains what the site is about? Its purpose? (to entertain, explain, advertise, persuade, or inform) • Are links provided to other sites to support or enhance the information presented?		

Resource Sheet 13.
RESOURCE EVALUATION RATING SCALE

Name _____

Teacher _____

Block _____

Highlight the criteria that best describes the student's performance.

Rating	Criteria	Assigned Mark
A Whiz	• Always evaluates Internet resources according to the criteria • Displays complete understanding of the criteria and its application • Is able to follow links and /or search successfully for missing information • Is always critical of Internet sites that do not meet the criteria	
Outstanding	• Usually evaluates Internet resources according to the criteria • Displays an understanding of the evaluation criteria and its application • Is able to follow some links and do simple searches for missing information • Is usually critical of Internet sites that do not meet the criteria	
Good	• Sometimes evaluates Internet resources according to the criteria • Displays some understanding of the criteria and its application • Sometimes is able to follow links • Is sometimes critical of Internet sites that do not meet the criteria	
Needs Work	• Seldom uses the criteria to evaluate Internet resources • Displays little understanding of the criteria or its application • Is unable to follow links or search for missing information • Is seldom critical of Internet sites that do not meet the criteria	
Technologically Challenged	• Does not understand most of the criteria for evaluating Internet resources • Shows little interest in learning how to use the criteria • Does not know how to follow links or search effectively • Is never critical of Internet sites	

The Research Quest
A Student Guide

FOCUS

- ○ What is my research challenge? Purpose?
- ○ What are the critical questions?
- ○ Who is my audience?
- ○ What do I know? What do I need to know?
- ○ What could my product be?
- ○ How will I plan my time?

FIND and FILTER

- ❑ Locate different types of resources.
- ❑ Decide which resources might be suitable.
- ❑ Select most appropriate resources.
- ❑ Revise research questions if necessary.

WORK with the INFORMATION

- ❑ Read, view, listen.
- ❑ Interpret, record, and organize.
- ❑ Look for patterns, make connections.
- ❑ Check for understanding.
- ❑ Review, revise, reorganize, edit.

COMMUNICATE

- ❑ Prepare final results.
- ❑ Share ideas, knowledge, product.
- ❑ Act on findings.

REFLECT

- ○ What did I learn about the topic?
- ○ What worked well?
- ○ What will I do differently next time?
- ○ What did I learn about research?

Developed by the B.C.T.L.A. (British Columbia Teacher-Librarians' Association) and Teacher-Librarians in British Columbia.
Adopted by the British Columbia Ministry of Education, January 2001.

Glossary

Accuracy: Freedom from mistake or error *(Merriam-Webster's Collegiate Dictionary)*. Accurate correct, exact and without any mistakes *(Cambridge International Dictionary of English)*.

Aliteracy: The quality or state of being able to read but uninterested in doing so *(Merriam-Webster's Collegiate Dictionary)*.

Authority: An authority on a subject is an expert on it *(Cambridge International Dictionary of English)*.

Bias: A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence your judgment… If someone is biased, they show an unreasonable preference or dislike for a person or group of people based on personal opinions *(Cambridge International Dictionary of English)*.

Bibliography: A list of the books and articles that have been used by someone when writing a particular book or article *(Cambridge International Dictionary of English)*.

Browser: A browser is the software that lets you "surf" around and view pages on the Web. *Netscape* and *Microsoft Explorer* are two commonly used browsers *(PLNet Glossary Page)*.

CAN Copy: Institutions can pay a fee to obtain limited copying rights from the Canadian Copyright Licensing Agency.

Chat rooms: Real-time, text based discussion with two or more people *(PLNet Glossary Page)*.

Citation (Cite): A citation is a word or piece of writing taken from a written work *(Cambridge International Dictionary of English)*. The act of citing or quoting, or the passage or source so cited *(Discovery School's Dictionary Plus)*.

Cookie: A file sent by a Web site and stored on your computer in order to record your activities on that site. Cookies can store information such as: your password, so you don't have to re-enter it each time you visit a site; and where you like to go on a site, so you can be presented with customized information, when you return *(PLNet Glossary Page)*.

Copyright: All Canadians automatically hold the copyright on original work they have created unless they were hired or employed by some other person to create it, in which case the employer is the owner. Copyright literally means the right to make a copy. The holder of a copyright to a work is the only person who has the right to make a copy of it in any form, or to permit someone else to do so. The owner of a copyright has the sole right to control any publication, production, reproduction and performance of a work or its translation *(Copyright Matters!)*.

Coverage: Something that covers: inclusion within the scope of discussion or reporting, "the news coverage of the trial". *(Merriam-Webster's Collegiate Dictionary)*. To deal with or direct attention to, "The exam's only a month away and we haven't even covered the whole course, never mind started revising." *(Cambridge International Dictionary of English)*. The degree to which something is covered, or the area covered by something such as a radio or television broadcast *(DiscoverySchool's Dictionary Plus)*.

Currency: The time during which something is current "Who's your current girlfriend?" *(Cambridge International Dictionary of English)*.

Discussion Group (newsgroup, Usenet): A large collection of posted articles forming a vast number of categories - use a news reader to view these articles *(PLNet Glossary Page)*.

E-mail (electronic mail): Text messages that can be sent and received using an e-mail client *(PLNet Glossary Page)*.

Fair Use: The 'grey' area in law that allows for the limited copying of copyrighted works without the permission of the owner of the work for the purposes of teaching or research.

Footnote: (See also Parenthetic Note) A note printed at the bottom of a page or in a list at the end of a book or article and which gives extra information about something that has been written on that page *(Cambridge International Dictionary of English)*.

Hits: The number of matching Web pages or links that are returned by your search engine query *(PLNet Glossary Page)*.

Instant Messaging (IM): A communication tool that combines the nature of chat rooms with the direct contact of e-mail. IM software connects users who have all agreed to be part of the same group. The most commonly used software for Instant Messaging is ICQ (I seek You) *(PLNet Glossary Page)*.

Intellectual Property: Intellectual property is an original idea which can be used to earn money. The person or group who is recognized as having the idea can use the law to prevent other people from earning money by copying it *(Cambridge International Dictionary of English)*. Non-tangible property created in a person's mind and includes ideas, inventions, concepts, literary, artistic and creative works, names and symbols used to represent products and confidential information *(Walker)*.

Internet Service Provider (ISP): Any company or institution that provides access to the Internet. Also known as an "access provider". Examples of Canadian ISP's are *Sympatico* and *ISTAR* *(PLNet Glossary Page)*.

Listserv: A discussion group that uses e-mail to distribute messages and postings to its members. There are thousands of listservs on the Internet on a variety of topics *(PLNet Glossary Page)*.

Newsgroups: Temporarily stored articles separated by discussion topics *(PLNet Glossary Page)*.

Objectivity: Not influenced by personal beliefs or feelings; based on real facts *(Cambridge International Dictionary of English)*.

Parenthetic Note: Parenthetic notes replace footnotes. Parenthetic style places in parenthesis a brief reference to the work from which the preceding information came.

Password: A secret combination of letters and/or numbers used in logons *(PLNet Glossary Page)*. Do not share this with anyone.

Patent: A government grant to an inventor, given for a specified period the exclusive right to make, use, or sell an invented device, process, or the like *(DiscoverySchool's Dictionary Plus)*. Patent (legal right) (a document given to someone to show) the official legal right to make or sell an invention for a particular number of years, "In 1880 Alexander Graham Bell was granted a patent on an apparatus for signalling and communicating called a Photophone" *(Cambridge International Dictionary)*.

Plagiarism: To use (another person's idea or a part of their work) and pretend that it is your own *(Cambridge International Dictionary of English)*.

Privacy: One's personal space and business.

Profiling: Collecting personal data.

Quality: The standard of excellence of something, often a high standard *(Cambridge International Dictionary of English)*.

Quoted/Quoting/Quotes: To repeat a passage or information from *(Discovery School's Dictionary Plus)*.

Real-Time: A "virtual" real life connection in actual time – no delay *(PLNet Glossary Page)*.

Reliability: To be able to depend on or trust (someone or something) *(Cambridge International Dictionary of English)*.

Responsible Use: Applying good judgment and acting correctly *(Cambridge International Dictionary of English)*.

Suitability: To be right for (a particular person, situation or occasion) *(Cambridge International Dictionary of English)*.

Trademark: A name or a symbol which is put on a product to show that it is made by a particular producer. The product cannot be legally made by any other producer, and the name or symbol cannot be legally used by any other producer. "Velcro" is a registered trademark *(Cambridge International Dictionary of English)*. ☐

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or copyright of the site the authors have listed the date accessed.)*

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Canadian School Library Association presents

Information Literacy: an In-Service Institute for Teacher-Librarians
July 8-13, 2001, University of Victoria

Teacher-librarians from across Canada are invited to participate in an intensive in-service program to understand and acknowledge their role in meeting information literacy needs as part of the school's learning program. It is hoped that 60 teacher-librarians will come to the University of Victoria, July 8-13, 2001.

The program will be delivered by several instructors and many guests. It will involve full days of lectures, demonstrations, discussions, labs and guest speakers. The program will address these areas: • *Integrating information skills into classroom strategies.* • *Sources of appropriate learning resources.* • *Development of new models and strategies in a technological school.* • *Addressing the ethical use of information.* • *Supporting student research processes.* • *Research findings.*

This model will allow everyone to fully utilize the shared wisdom of the group. The "immersion" approach embraces the values of adult interaction, extensive experience and intensive communication.

Registration fee is $295. All participants are urged to take advantage of the very low cost accommodation available at the University. (Accommodation costs in Victoria in summer can be very high.) Single rooms (with breakfast) are $38.00 per night and twins are $50.00. Meal tickets are available for lunch and dinner for about $15.00 per day. Total cost for program, meals and accommodation should not exceed $550 for the week. It is possible for families to use these rates as well. Participants will be able to arrive early and stay late at these rates.

Program Coordinator: Donald Hamilton. Program Director: John Caldwell. Program presentors: Kay Treadgold, Joan Eaton, Trish Main, Karin Paul. Special guests: John Pungente, Ray Doiron and others.

Details of the program and venue will be sent to all potential registrants as soon as we are confident that the program will attract sufficient numbers. If you would like to receive a registration form please let us know immediately. Contact:

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1020 Pentrelew Place, Victoria, BC V8V 4J6
250-383-5448, Fax 250-995-1461, Email: dhamilto@uvic.ca