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EDU202 – Final Project: TIP Model
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TIP Model for Final Project

Primary Subject: Library Media Center or Language Arts
Grade Level: 4th-5th grades
Lesson Title: Using the Internet as a Research Source

Purpose: To familiarize students with various aspects of the internet, including conducting searches. In addition, this lesson will make students aware of possible dangers of using the internet and warn them about predators.

Phase 1: Determining Relative Advantage—Why Use Technology?

- Using the movie, I was able to show a variety of research and informational sources located on the internet for free access to the public. The visual impact helps students retain interest in the subject matter.
- After students viewed the movie and had interest in the topic, I moved to using the slides for my presentation with specific information on conducting searches and warnings for the students. Having the slides with key points on the screen allows the students to have better focus on the subject at hand, as well as pointing out key information for future assessments.
- The WebQuest moves students thru various searches allowing them to become more comfortable navigating the web, along with familiarizing them with specific sites that they may need to use for future projects.
- By typing up the Scavenger Hunt form, the students have all of the information they need handy without needing to keep referencing the WebQuest. This saves the students and teacher time, as well as providing references for students when working on the project at home at later dates.
- All of these technology methods are relatively low cost, so are easily justifiable.

Phase 2: Deciding on Objectives and Assessments—How Will I Know Students Have Learned?

- Objectives for the project are:
 1. Students will navigate the websites listed and learn how to conduct searches.
 2. Students will become familiar with the local newspapers online and learn a little about various pages within it.
 3. Students will learn about the local library system which is online and where they can request books to be sent to their local library from other libraries.
- Assessments will be conducted in the form of a student completed scavenger hunt form with specific information being located and identified. A quiz can be added for the various dangers of online predators.
- The quiz would need to be developed. I envision a multiple choice or fill-in-the-blank quiz.

Phase 3: Designing Integration Strategies—What Teaching Strategies Will Work Best?

- This instruction will work for Language Arts and Library instruction. In addition, the can be tie-ins for any class that has research projects, such as Social Studies or History.
- Students will work individually on the scavenger hunt, however, the initial class discussion will be with the entire class.
- Activities should be directed, and female and minority involvement will not be an issue, as the entire class will be working independently and will turn their work into the teacher.
- The sequence for instruction will be the movie first, followed by the slide presentation, class discussion, and then time will be allowed for students to conduct the scavenger hunt over the next class if needed, in case they don't have an internet connection in their homes.

Phase 4: Preparing the Instructional Environment—Are the Essential Conditions in Place to Support Technology Integration?

- In the course of the scavenger hunt, students will need access to computers for the online research. Therefore, I will need computer time with internet access for each student, however we can use them in shifts or cycles throughout the class. These computers will need to be available to them for one or two days to cycle thru the entire class.
- These uses are legal and student safety and privacy have been accounted for. I will need copies of the Acceptable Use Policy for the students to read and sign.
- I am familiar with software, applications, and projection equipment so troubleshooting issues will not be a problem. I will have the schools resident expert's contact information, just in case something occurs that I am unable to resolve myself.
- In case the resources are not available, my backup plan would be a field trip to the school library to make use of their computers and resources. In addition, I would make copies of the scavenger hunt forms to distribute to save time for the students.

Phase 5: Evaluating and Revising Integration Strategies—What Worked Well? What Should Be Improved?

- To know if the objectives were achieved, this will be evident in the completion of the scavenger hunt forms. Success is achieved when the students demonstrate they can locate the various books showing they can successfully navigate search engines and other websites.
- To determine if the activities could be improved, or if changes are needed, we will have a class discussion regarding the project overall.
- I won't know if technology resources could be arranged differently or not until after the project has been concluded, or is at least underway, however I will monitor the in-class discussions to determine if they are able to access the resources that they need for the hunt or if they are encountering any problems.