

Toolbox Binder

ICT.1

TIME

40 minutes

OVERVIEW

Students collaborate to create a classroom Toolbox Binder that contains all the information and communication technology (ICT) resources they need for ongoing support in their learning. They also complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to self-assess the level of their ICT skills.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- concept mapping
- ethical use of technologies
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processing
- concept mapping
- spreadsheet

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences
- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.1#3: How We Cooperated in Our Group Work

Materials

- three-ring binder
- dividers
- lined loose-leaf paper and white paper

SUGGESTIONS FOR INSTRUCTION

- **Note:**
 - The Toolbox Binder that students will assemble is similar to the Personal OLE Binder they have already set up (see OLE.1: Personal Binder Reminder); however, students collaborate to prepare only one Toolbox Binder for the classroom.
 - Teach this ICT at the same time as ICT.4: Looks Like This so that students can use graphics skills to enhance their Toolbox Binder.

Preparation and Set-up

- Assist students in completing BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to assess the level of ICT skills of students in the classroom. This information will be helpful in planning which ICT learning experiences students will need to complete.

Activating Strategies

- Students complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills. This helps them to think about the ICT skills they already have and to set goals for improving those skills. It also helps them in their brainstorming of ICT categories.
- Students discuss the purpose of the Toolbox Binder and how they can refer to it for assistance as they use ICTs in class.
- Students brainstorm categories of ICT tools and support material to be included in the Toolbox Binder (e.g., email, spreadsheet, Internet). Add other categories that should be included. Give each group a copy of BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences. Students read the BLM and ask pertinent questions.

Acquiring Strategies

- As a whole class, students identify various responsibilities for creating the Toolbox Binder. For example, students
 - jot down ideas for the titles of divider pages for each section (These pages will be created on the computer with graphics software in ICT.4: Looks Like This.)
 - create a table of contents (The list of contents can be created electronically using word-processing software or the Outline tool of concept-mapping software.)
 - assemble the binderStudents work in pairs or small groups (depending on the size of the class) to complete their tasks.

Applying Strategies

- Students update the Toolbox Binder throughout the school year as they discover pertinent information on ICTs or as they complete a related task.

Variation/Extension

- When students have completed ICT.9: Chart This, they may use spreadsheet software to create a list of topics included in each section of the Toolbox Binder. The spreadsheet will allow them to alphabetize their list, thus creating an index. This skill will be helpful when creating an Electronic Collection (see OLE.10: Electronic Collection).

SUGGESTIONS FOR ASSESSMENT

- Observe students' interactions in their collaborative groups.
- Students self-assess their work within the group, using BLM ICT.1#3: How We Cooperated in Our Group Work.

CONNECTION TO COMMUNITY AND DIVERSITY

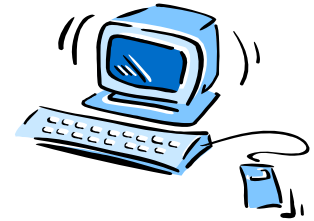
- Students use the Toolbox Binder as a reference tool throughout the *Community and Diversity* interdisciplinary unit and the whole school year.

BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences

ICT Learning Experience	Overview
ICT.1: Toolbox Binder	Collaborate with your class to assemble a single Toolbox Binder that contains all the ICT resources you need for ongoing support in your learning.
ICT.2: Write This Down (Word Processing)	Review word-processing skills you have previously learned at school or at home, and become familiar with technical vocabulary and word-processing techniques you will use throughout the school year. Learn to use the Help function of word-processing software and learn to write technical tips in a step-by-step manner similar to that of Help files.
ICT.3: Riddle This (Email)	Using anonymous email accounts, learn to use the email software application or web-based email used by your school, while participating in a riddle activity to learn about each other.
ICT.4: Looks Like This (Graphics: Painting/Drawing)	Use a graphics program (such as painting or drawing software) to create and print title/cover pages for your class Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, continue to create images and graphics to illustrate your work. Also create electronic illustrations for insertion in multimedia presentations and on web pages.
ICT.5: Inspired (Concept Mapping)	Use concept-mapping software to create a title page for your Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.
ICT.6: Caught in Action (Digital Camera/ Video)	Use a digital camera and/or still shots from a digital video camera to take a picture of yourself and to create a poster.
ICT.7: Make Your Point (Multimedia)	Create a short multimedia presentation about yourself or about a research topic in any unit of study.
ICT.8: Look for It: Learning to Search the Internet	In this introductory Internet learning experience, you learn what you can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, search and locate appropriate websites for your inquiries in science or social studies, as well as websites that support your investigations within this interdisciplinary unit.
ICT.9: Chart This (Spreadsheet)	Use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of your classmates.

BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills

Name _____ Date _____



Computer and Internet Access	Yes	No
• I have a computer at home.		
• I have Internet access on my computer.		

Self-Assessment of ICT Skills	
Circle the letter that best describes your skill level in each of the following ICT areas. If the level does not describe your skill exactly, then circle the one closest to it.	Write down one skill you are good at and can help others with.
1. Basic Computer Operation <ul style="list-style-type: none"> a. I do not use a computer. b. I use a computer to play games or to look up songs or movies on the Internet. c. I can set up my computer, load software, print, and use most of the operating system tools. I can run two programs at the same time. 	
2. File Management <ul style="list-style-type: none"> a. I do not save any files I create using the computer. b. I save files I have created but I cannot always find them. I do not know how to copy files to a CD-ROM. c. I have a filing system for organizing my files and can locate files quickly and reliably. I back up my files regularly. 	
3. Word Processing <ul style="list-style-type: none"> a. I do not use a word processor. b. I occasionally use a word processor for simple documents. I am not sure how to make the documents look attractive. c. I use a word processor to present projects. I can edit, spell-check, and change the format of a document. 	
4. Email <ul style="list-style-type: none"> a. I do not use electronic mail. b. I occasionally send email to family or key pals. c. I use email to request information and I check and use my email account regularly. 	
5. Graphics <ul style="list-style-type: none"> a. I do not use graphics in my word processing or presentations. b. I can open and create simple graphics with painting or drawing software or with the drawing tool of my word processor. c. I use both clip art and simple original graphics in my word-processed documents. I can use most drawing tools. 	

Continued

**BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
(Continued)**

Self-Assessment of ICT Skills (Continued)	
<p>6. Concept Mapping</p> <ul style="list-style-type: none"> a. I have never created an electronic concept map. b. I have created an electronic concept map using various symbols and links. I can work with the Outline View of my concept map. c. I have used an electronic concept map to present ideas. I can “adopt” other concept maps into my own. I can insert Internet links into my concept map. 	
<p>7. Digital Camera or Video Camera</p> <ul style="list-style-type: none"> a. I have never used a digital camera or a digital video camera. b. I am able to connect a digital camera to a VCR and television to transfer a video clip. I can connect a digital camera to a computer and download digital images and video. c. I have used video-editing software to clip and sequence video. I am able to paste stills and capture video into multimedia presentations and/or web pages. 	
<p>8. Multimedia</p> <ul style="list-style-type: none"> a. I have not created my own multimedia presentation. b. I have created a simple multimedia presentation using text and graphics. c. I have authored multimedia presentations that include actions, animations, audio, and video. 	
<p>9. Web Browser Operation and Internet Research</p> <ul style="list-style-type: none"> a. I do not use the Internet. b. I can use the Internet to access songs, movie trailers, or information about a favourite celebrity. c. I can use the Internet to find information for research projects. 	
<p>10. Spreadsheet</p> <ul style="list-style-type: none"> a. I do not use a spreadsheet. b. I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers. c. I have used a spreadsheet for several purposes, including simple database applications. I can add labels, formulas, and cell references, and can change column widths and text style. I can make a simple graph or chart. 	

BLM ICT.1#3: How We Cooperated in Our Group Work*

Name _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your cooperative group work by marking or colouring in the appropriate box.

In our group today:	Rating			
	Always	Sometimes	Rarely	Never
• We used our time wisely and helped each other stay on task.				
• We listened to each other.				
• We encouraged each other.				
• We contributed our ideas and opinions.				
• We helped all group members understand the task.				
• We shared the workload.				
• We helped each other focus on the work.				

One difficulty our group had was _____

To solve this difficulty we _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-36.

