Look for It: Learning to Search the Internet ICT.8

TIME
150 minutes

OVERVIEW
In this introductory Internet learning experience, students develop their understanding of the Internet, learn what they 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, they search and locate appropriate websites for their inquiries in science or social studies, as well as websites that support their investigations within this interdisciplinary unit. In the process of using primary and secondary sources, students develop information literacy 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.
- 3.2.2   *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3   *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 3.3.2   *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.3   *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.

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
- ethical use of technologies
- inquiry using electronic sources
- spreadsheet analysis

SUGGESTED LEARNING RESOURCES
Software
- spreadsheet

Internet
- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Search the Internet using the terms "evaluating websites" for suggested criteria and rubrics.

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

BLMs
- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.8#1: Internet FAQs for Students
- BLM ICT.8#2: Web Search Record
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs
- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.8#1: "Internet 101" for Teachers
- TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources
- TBLM ICT.8#3: Sample URL Database

Materials
- three-ring binder
- dividers
- loose-leaf paper (white and lined)

SUGGESTIONS FOR INSTRUCTION
Preparation and Set-up
- Pre-select websites for students to evaluate.
- Create a database template using spreadsheet software (see ICT.9: Chart This). This template will serve as a model for students as they set up a similar spreadsheet to record information about interesting and useful websites that support this interdisciplinary unit or any other unit of study.
- Review TBLM ICT.8#1: "Internet 101" for Teachers and become familiar with basic Internet facts and tips.
- Review BLM ICT.8#1: Internet FAQs for Students. To demonstrate the points made on the BLM, search the Internet to select and note specific examples related to the current unit of study.
- Look up a checklist that explains issues to consider related to website suitability and appropriateness. Search the Internet for specific websites, relevant to a current unit of study or to the *Community and Diversity* interdisciplinary unit, that demonstrate the characteristics of website suitability and appropriateness.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.8: Look for It: Learning to Search the Internet.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

LEARNING ABOUT INTERNET SEARCHING
Activating Strategies
- Brainstorm about how students find information correctly and locate it on the shelves of the school or public library. Review the use of appropriate keywords for searching the library card catalogue or the online public access catalogue (OPAC).

- Compare ways of looking up information on the Internet and in a library and discuss similarities and differences.
- Students who have previous experience in using the Internet predict the results of a search on the topic currently being studied in class.
- Remind the class that while many students already use the Internet at home, everyone in the class needs to learn the same techniques and become familiar with the wording or the instructions that will be used in class. Remind them also that working on networked computers for multiple users requires different skills and attitudes than working on a stand-alone computer. Finally, emphasize that looking up information for a research project involves different skills than looking for information on a movie, a rock star, racing cars, and so on.
- Students brainstorm a list of search engines they have used (e.g., Yahoo!, Yahooligans!, Infoseek, Google, Dogpile, Ask Jeeves, AltaVista, Raging Search).
- Students use the search engine they contributed to the brainstormed list and take turns searching the topic being studied. Display each search list on the class computer and projection system. Record students' findings for each search engine on a class chart or table, noting the search term(s), its spelling, the number of hits obtained, the organization of hits (regrouped by search engines, rated in percentages, and so on).
- As a class, discuss the following questions:
  — Do the results obtained by each student match the original predictions?
  — How do the results compare for different search engines?
  Students discuss the possible reasons for the differences between their predictions and the actual results, and between the different search engines. They hypothesize which search engine is easier to use than others and more reliable in finding information to support their learning needs.

Acquiring Strategies
- Select a student-friendly basic search engine (such as Google) and demonstrate how best to use it. Place a link to this search engine on the class website.
  Note: Using the same basic search engine for all Internet searches ensures that students become savvy users and that they can help one another.
- Give each student a copy of BLM ICT.8#1: Internet FAQs for Students. Using a computer and a projection system, guide students through the BLM, showing specific examples to explain a point, clarifying steps along the way, and answering their questions.

LOOKING UP AND CRITICALLY EVALUATING WEBSITES
Activating Strategies
- Review with students the issues to consider related to website suitability and appropriateness.
- Student brainstorm criteria they think are important in establishing the worthiness of a website for their use.

Acquiring Strategies
- Students use the brainstormed criteria to create a rubric for evaluating websites they will use during the school year while working on current units of study or on the *Community and Diversity* interdisciplinary unit.
- Give students a list of pre-selected websites to evaluate. In collaborative groups, students discuss and rate the value of each website based on the criteria identified on the rubric they created. They defend their website choices in a class discussion.

- After the class discussion, students review the rubric contents to determine whether the selected criteria accurately reflected their opinions of the websites they evaluated. They edit the rubric accordingly, and share with the class.

Applying Strategies
- In collaborative groups, students brainstorm a list of keywords to search for topics related to the *Community and Diversity* interdisciplinary unit or to any other current unit of study. They practise their search skills while identifying possible websites. In pairs, students search the Internet using the keywords on their brainstormed list.
- Students record their information using a spreadsheet-created template (see TBLM ICT.8#3: Sample URL Database), and briefly describe highlights of each website that will support the interdisciplinary unit or any other topic of study.

Variations/Extensions
- Students search the Internet to find references and help sites that will support their learning with the ICT tool for which they are responsible (see ICT.1: Toolbox Binder). They place a Bookmark or Favourite of the best website they find on the class computers and share it with the class at Share the Learning times (see OLE.5: Share the Learning).
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT
- Review the student-completed rubrics to assess students' understanding and application of the criteria for evaluating websites.
- Listen to the discussion of each collaborative group. Note misunderstandings and address them later in class discussion.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT in this interdisciplinary unit as students become increasingly successful in identifying and evaluating websites.

CONNECTION TO **COMMUNITY AND DIVERSITY**
- The Internet is a resource that students need to learn to use effectively for the duration of the *Community and Diversity* interdisciplinary unit, as well as throughout the school year. This is a life skill that will be required of all students as knowledgeable consumers and citizens.

BLM ICT.8#1: Internet FAQs for Students

The following are frequently asked questions (FAQs) about the Internet.

Q: What is a website?
A: A website is a collection of web pages that have a common purpose. Examples of websites are those with information about schools, mammals, historical events, rock groups, countries, and so on. The collection of web pages are all linked together with hyperlinks.

Q: What is a web page?
A: Each page of a website is a web page. Web pages contain text and illustrations. Many also have hyperlinks to other relevant web pages.

Q: What is a home page?
A: The first page or main page of a website is called the home page. From that page, all the other pages of the website can be accessed through hyperlinked buttons or text.

Q: What might you see on a home page?
A: Some or all of the following may be found on a home page:
- A **navigation bar,** which allows users to go to various pages or sections of the website, may appear in a horizontal format at the top of the page or in a vertical format on the left.
- The **name of the website** can appear at the top of the page, at the bottom, or sometimes in the background.
- A **logo** representing the owner of the website may be featured. It may consist of the mascot for a school or a well-recognized symbol for a company or an organization.
- The home page will be **organized** in some way. It might have many separate parts, or the information might be found in box-like areas. Each part or area will probably have different functions and work independently from one another. If there is a text area, it will likely have a **scroll bar** on the right to allow users to keep reading text that extends beyond the monitor.
- A reliable home page will identify the **name of the author**, and possibly the credentials of the author.
- A reliable home page will have an **email address** to write to for more information or to ask permission to use materials listed on the page.
- Some **illustrations, designs,** or **photographs** are usually found on a home page. These should be considered copyrighted, even if no mention of this is made. Unless there is a statement explicitly stating that all illustrations, designs, and photographs can be used, and for what purpose, assume that they are copyright protected.
- The name of the **sponsor** of the page may be included, sometimes with information about the sponsor. Such a sponsor can be a commercial enterprise using the website to advertise its products.

Q: What is the best way to search for information on the Internet?
A: There are two main ways to find information online:
- **Do a keyword search** using a basic search engine (e.g., Google) or a metasearch engine (e.g., MetaCrawler). This is the fastest way to find information when looking for a specific topic. When doing a keyword search, the spelling has to be exact.
- **Use a subject guide,** also called a directory or gateway. It lets you click through categories of information that become more and more specific, and finally gives a small number of hits that may be accurate. This search can take longer than a keyword search and will not be rewarding if you do not know in what category something could be found, if you do not know what the names of the categories mean, or if you select the wrong category.

BLM ICT.8#1: Internet FAQs for Students *(Continued)*

Q: Are there other ways to find information on the Internet?
A: Some search engines (e.g., Ask Jeeves) allow users to ask questions. These types of engines recognize keywords in a question and use those keywords to find information and return a list of websites that may be suitable.

Q: What is a hit?
A: When an engine searches through its huge databases for websites matching the search terms requested, it provides search results, listing all the websites found. The matches are called "hits," and they are usually listed in groups of 10 on a web page. There is usually a short paragraph describing a website, which may help you to decide if it meets your needs. **Hits are not necessarily listed in order of importance or relevance.** Scan the first list of 10 hits before deciding which ones seem most promising.

Q: I found a hit with a perfect description for what I wanted, and when I went to it, it said "Error." What does this mean?
A: Unfortunately, some promising websites can disappear. This problem is called "link rot," which means that the website can no longer be accessed because the web pages have moved to a new location or have been removed from the Internet. Sometimes a website leaves a forwarding address (the new URL) that can be clicked on to access the page in its new location.

Q: How do you know when a web page is not finished loading?
A: Several clues can help you to determine when a web page is not finished loading:
- The icon for the web browser is flashing, oscillating, or moving.
- A text bar at the bottom of the screen is displaying messages indicating some action.
- The right scroll bar has not yet appeared.
- You can hear the computer working.

Q: What can you do when a web page is slow at downloading or appears to have stopped loading?
A: You can use the **Stop** button on the browser navigation bar. When you have limited time to use the Internet, make the best use of it by stopping slow sites and going to others. Use the **Back** button on the navigation bar to return to the search results page, and try the website later if you have time. If you must access the page, click the **Refresh** button on the navigation bar.

Q: Why are there advertisements on web pages?
A: Businesses or enterprises often sponsor a website. They pay the fees incurred in setting up the website, in paying salaries for the people who run the website, in maintaining the website, or in providing access to the website. In exchange for this financial support, websites will display their sponsors' advertisements. Some websites are set up for the sole purpose of providing a place for posting personal websites. Such commercial providers also display advertisements.

Q: What should you do about advertisements that appear on screen when you access some web pages?
A: Some advertisements come up as a new small window on a screen. You should close that window. Others entice you by using animation such as flashing icons, invitations to "Click here!" or "Vote here," or offers of free materials. Ignore these windows and close them when possible. Moving on to another part of the website can also remove those advertisements.

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BLM ICT.8#1: Internet FAQs for Students *(Continued)*

Q: How can I find the same web page next time I use the Internet?
A: Make a Bookmark or Favourite by going to the main menu of the web browser, selecting that option, and scrolling down to "add." Next time you use the browser, instead of typing that URL, return to the Bookmark or Favourite option and scroll down to the name of the website you are looking for. The browser will find it for you.
Note: Before you add a Bookmark or Favourite, ask the teacher if it is suitable to do so.

Q: I found a really helpful picture on a website that I would like to use in my project. How do I do that?
A: Right click (in Windows) or click and hold (in Macintosh) on the picture or illustration to bring down a menu that allows you to save the picture or copy and paste it directly into your electronic project. However, **remember that copyright issues relate to pictures, as well as to text.** (See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.)

Q: There is a helpful paragraph on a web page, but I don't need the whole page. Can I copy it?
A: You can copy text by clicking in front of the portion you want, and then holding and dragging across to select all the text you want. The selected portion should be highlighted. Copy it and paste it into the word processor. The text may not be formatted well and you may have to format it yourself. However, **remember that copying text to put in a report is plagiarism, and that copyright issues relate to text, as well as to pictures.** (See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.)

Q: What are some common terms I should be familiar with?
A: There are many technical terms used for the Internet. Some of the common ones are listed and defined below:
- **Boolean:** terms (AND, OR, NOT) or symbols (+ - " " [ ]) that are sometimes needed by search engines to refine a search and make it more specific.
- **browser:** software that lets a user access the World Wide Web (e.g., Mozilla Firefox, Microsoft Explorer, Safari).
- **HTML:** hypertext markup language. This is the common programming language used in making web pages.
- **http:** hypertext transfer protocol. These letters are always at the beginning of a web address or URL.
- **hyperlink:** an underlined word, phrase, or symbol that, when clicked on, takes the user to another location within a website or to another website.
- **search engine:** a tool that searches huge databases of websites to find sites matching the search terms a user enters in the search box.
- **URL:** uniform resource locator. This refers to a website address. It starts with <http:// >.
- **World Wide Web:** known as WWW, a network of Internet servers that can communicate with one another, using a language called "http protocol." Although the terms WWW and Internet are often used interchangeably, they are technically not the same. Because not all Internet servers are connected to the WWW, this term should not be confused with the Internet, which is bigger and contains other ways of finding information and communicating, such as email.

BLM ICT.8#2: Web Search Record

Name   _____   Date   _____

Note: File this BLM in the section of your Personal OLE Binder reserved for Share the Learning.

1. What information were you looking for?

    _____

    _____

2. List the search terms you used.

    _____

    _____

3. What engine(s) did you use?

    _____

    _____

4. Comment on the search results:
    a. Number of hits: _____

    b. Were there too many hits or too few hits?   _____

    - If there were too many hits, what terms did you use to refine your search?

      _____

    - If there were too few hits, what did you do to expand your search?

      _____

5. Did you find hits with appropriate information? Explain.

    _____

    _____

6. List two suitable hits you followed up that met criteria for valuable websites. Explain, in two sentences, why they were suitable.

	Website 1	**Website 2**
URL		
Name of Website		
Reasons for Choice		

TBLM ICT.8#1: "Internet 101" for Teachers

Browsers
A browser is software used to access and search the Internet. A few commonly used browsers are available on the Internet and can be downloaded and updated without cost, such as the following:
- Mozilla Firefox
- Microsoft Explorer
- Safari

Search Engines
A search engine is a tool used to search the Internet. It creates large and comprehensive databases of URLs (uniform resource locator) and textual keywords. A search engine allows the user to enter keywords to get a list of websites related to those words. Search engines can be organized into three categories:
- **Basic search engines:** These engines search huge databases of websites. They work quickly to provide an extensive list of websites that match the search criteria. Using different engines to do a search can yield different results because each engine may have access to different databases of websites. Various search engines may specialize (for example, Yahooligans! returns websites designed for students). Although the user can use each search engine in the same manner, one engine may return more hits than another. Keep in mind that more does not always mean better.
- **Metasearch engines:** A metasearch engine seeks information from several basic engines at the same time. It lists the hits according to each of the basic engines searched. This can result in hits repeated from one engine to the next, making it look as though more hits were found than there are in reality.
- **Gateways or directories (subject guides):** All sites found in directories have previously been screened and selected by a team of people, and regrouped in categories (e.g., arts, science, entertainment). The user needs to know in what category to look for the desired information. This is not always easy or evident.

Search Basics
- **Not all engines are equal:** A user-friendly engine to use with students is one that will find the requested information with the simplest query.
  — Such engines are usually designed to include Boolean operators implicitly when searching even though they are not used in the query. (For example, a user-friendly engine will understand that a query on "Mary Poppins" means a query on "Mary" and "Poppins" or "Mary Poppins" although the user did not include Booleans to refine the search.)
  — Google and Yahoo! are examples of such engines.
- **Start-up tips:** To increase the success rate of a search, follow these simple steps at the start of a search:
  — **Spelling:** Use correct spelling. Incorrect spelling will result in no hits or incorrect ones.
  — **Singular versus plural:** A choice of singular or plural can make a difference in the number of matches found.
  — **Capital letters:** When in doubt, use all lower case, even for the name of a person or place.
  — **Quotation marks:** Use quotation marks to group two or more words together (e.g., "red river" instead of Red River). This increases the chances of getting appropriate hits and more matches being found.

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TBLM ICT.8#1: "Internet 101" for Teachers *(Continued)*

- **Too few or no hits:** Consider the following:
  — Is the search too narrow?
  — Are too many search terms used?
  — Check for spelling.
  — Check for singular versus plural of the words.
  — Brainstorm for synonyms of search terms for the subjects being sought.
- **Too many hits:** Consider the following:
  — Refine the search.
  — Narrow the search by adding other search terms (e.g., for "bears" use "grizzly bears").
- **Boolean search operators:** These are terms or symbols that help refine a search. When combined with keywords, they form a search string.
  — AND, OR, NOT are examples of Boolean operators.
  — Symbols such as + - " " [ ] act as Boolean operators.
  — Not all engines use the same Boolean operators.
- **In-depth search:** Every search engine offers the option to do an in-depth search. The main page of the search engine has a button called "advanced search" or a similar term. This usually includes
  — indicating the engine-specific Booleans and explaining their appropriate use
  — making the search language-specific
  — allowing the user to restrict the search, such as "titles only," or to limit the number of matches found

What's in a Website Address?

A URL (uniform resource locator) is a system of symbols and abbreviations put together to form the Internet address of a website. The last set of digits of a URL can reveal something about the source of the website:

- **.com** identifies for-profit commercial websites (e.g., <http://www.microsoft.com> represents Microsoft; <http://www.apple.com> represents Apple).
- **.gov** identifies government websites. These letters are most often found followed by letters for the geographical location within a URL (e.g., <http://www.gov.mb.ca> represents the government of Manitoba.
- **.org** identifies non-profit organizations (e.g., <http://www.pbs.org> represents the Public Broadcasting System [PBS]).
- **.edu** identifies education websites, often universities.
- **~** identifies personal websites of individuals (e.g., < /~Mary Jones> represents the personal website of Mary Jones). The ~ symbol is called a "tilde." It is found on the top left section of most keyboards.
- **a two-letter code** at the end represents a country of origin (e.g., <.ca> is Canada, <.au> is Australia).

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TBLM ICT.8#1: "Internet 101" for Teachers *(Continued)*

What Makes a Student-Friendly Website?
Before asking students to do an Internet search, preview a few websites that will be representative of the type you want them to find, or that can serve as exemplars of issues they should be aware of as they search the Internet.

In choosing suitable websites for students, determine the following:
- **Accessibility**
  — How quickly does the website open?
  — How many levels into the website do you have to click to find the page you need?
- **Accuracy**
  — Does the website list credentials for the author or organization?
  — Is the information objective or is it opinionated? Early Years students need help and much practice in learning to assess the objectivity of information they find on the Internet. (See discussion of Bogus Websites below.)
  — Is the subject well addressed, from all sides of an issue?
  — Recognize clues in the URL (e.g., <.edu> is likely more valid and reliable than </~Mary Jones>).
  — Does the website feature an "email us," "contact," or other link to the author for feedback?
- **Appropriateness**
  — Does the website come from a bibliography of student-appropriate resources?
  — Is the text written at a level that can easily be read? (Advise students to use the five-finger rule: Each time they encounter a word they cannot read or do not understand the meaning of, they lift a finger. If all five fingers of a hand are up before the end of the page, its content is likely too difficult.)
  — Look for clues in the title (e.g., Weather for elementary students).
  — Look for clues in the URL (e.g., <.edu> could be academic).
  — Is the website organized in a way that makes it easy to find information?
  — Is the information chunked by sub-topics or written in long paragraphs?
- **Appeal**
  — Do the design and layout features contribute to the effectiveness of the website? (Keep in mind that the most colourful website does not make it the most valuable. A drab website, however, may not encourage a student to keep searching for information.)

Strategies for Evaluating Information
Students will need much practice at assessing good and bad websites in order to become comfortable at identifying websites that will be useful to them.

Many websites provide rubrics for assessing websites. Search the Internet using the terms "evaluating websites" to uncover useful hits, such as those found on the IMYM Links Database.

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TBLM ICT.8#1: "Internet 101" for Teachers *(Continued)*

Internet Issues
As students search the Internet, they need to be aware of issues such as the following:
- **Bogus Websites:** Remind students that information has to be analyzed and questioned to help identify unreliable websites. Bogus websites are deliberately created to provide inaccurate information. (Searching the Internet using the terms "bogus sites" should provide hundreds of hits.) Teachers can use bogus websites to
  — provide examples of why students should question what they read on the Internet
  — challenge students' thinking and ability to decide whether or not websites offer reliable information
- **Copyright:** Web browsers make it easy to "borrow" text, clip art, diagrams, and illustrations with a simple click of the mouse. However, students need to be aware of issues surrounding the use of copyrighted materials and ways of dealing with those issues in a responsible, legal, and ethical manner. See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources for suggestions on how to handle copyright-related issues. Keep in mind that Canadian copyright law is different than American copyright law.
- **Plagiarism:** Students need to be taught how to analyze and synthesize information in order to avoid downloading pages of text or copying paragraphs of information.
  — Teach students note-taking and paraphrasing skills to enable them to avoid plagiarizing. See the IMYM Links Database for suggestions on helping students with note-taking.
  — Explain the concept of plagiarism to students and show them examples. For suggestions on dealing with this issue, see the IMYM Links Database. Doing an Internet search with "plagiarism" as a keyword will also provide websites with helpful suggestions.

Glossary of Internet Terms
Searching the Internet using the search terms "glossary internet terms" will provide many useful hits with definitions of Internet terminology.

TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources

Overview
Students and teachers alike use information from a variety of print and electronic sources for a wide range of purposes. Everyone needs to be aware of issues surrounding the use of copyrighted materials and ways of dealing with those issues in a responsible, legal, and ethical manner.

Safety First
When publishing students' work on the school or class website, ensure permission has been obtained from a parent/guardian and that school/division directives or policy regarding electronic publishing are followed.

Tips to Consider
- Create your own original images (e.g., with painting software) or use your own digital photographs.
- There are many royalty-free image websites that will allow you to download and use images. When using these images, be sure to cite the sources appropriately.
- If you need to use information or images from electronic or print sources, locate the copyright information in the original sources (e.g., on a website, check for a copyright statement at the bottom of each page, on a contacts page, etc.; in a book, look for copyright information on the ISBN page, on acknowledgements or credits pages, etc.). Send a letter or an email requesting permission to use the copyrighted material.
- Record all sources of information and images in your bibliography. By keeping track of useful sources, you will also be able to find other information and images from these sources.

To Use or Not to Use
Many electronic and Internet resources state that the information or images they contain are copyrighted and/or list restrictions that apply to their use. For an example, see the 2Learn.ca Education Society website at <www.2learn.ca/mapset/copyright.html>.

Some websites may use the Creative Commons licence, which is a method of telling viewers how they can use the information on their website. For more information, see the Creative Commons website at <http://creativecommons.org/about/licenses>.

Requesting Copyright Permission
Reliable websites provide addresses for contacting their creator. To obtain written permission to use material from a website, locate and contact the creator or the owner of the website. State that the requested use is for non-profit educational purposes.

Refer to the 2Learn.ca Education Society website for suggestions on
- locating copyright information on a website (see "Copyright and Teaching—Digital Images and Copyright" at <www.2learn.ca/nkh/nkhcrimg.html>)
- writing a permission email/letter (see "Copyright and Teaching—Obtaining Permission" at <www.2learn.ca/nkh/nkhcrperm.html>)

Citing Resources
Many excellent online resources are available to assist in creating bibliographies. Check the IMYM Links Database at <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources *(Continued)*

Resources

- 2Learn.ca Education Society. *'Net Know-How.* 1997–2008.
  <http://www.2learn.ca/nkh/default.html>.
  This educational website, based out of Alberta, provides guidance and information for students and educators about searching and researching on the Internet. It includes sections on copyright, plagiarism, safety, and cyberbullying.
- Creative Commons. "Choosing a License." *About.*
  <http://creativecommons.org/about/licenses>.
- Manitoba Education, Citizenship and Youth. "Canadian Copyright Information." *Instructional Resources.* <www.edu.gov.mb.ca/k12/iru/copyright/>.
  This website provides extensive information regarding Canadian copyright.
- ---. "Professional Learning for Teachers." *Literacy with ICT Across the Curriculum: A Developmental Continuum.* 2004.
  <www.edu.gov.mb.ca/k12/tech/lict/let_me_try/le_teachers.html>.
  This website offers professional learning experiences on a variety of topics, including copyright.
- Noel, Wanda, and Gerald Breau. *Copyright Matters! Some Key Questions and Answers for Teachers.* 2nd ed. Ottawa, ON: Council of Ministers of Education, Canada, Canadian School Boards Association, and Canadian Teachers' Federation, 2005. Available online at <www.cmec.ca/else/copyright/matters/CopyrightMatters.pdf>.
  This document explains the basics of copyright law and issues in Canada.

TBLM ICT.8#3: Sample URL Database

Note: This URL database is best created using a spreadsheet (see ICT.9: Chart This).

Preparation and Set-up
- Brainstorm a list of possible search terms.
- Ensure that all search terms are spelled accurately, and that the spelling is consistent throughout.
- The database can be sorted by subject. If more than one subject applies, make another identical entry with the other subject.
- Favourite websites can be listed on the class website, by subject, each with the title, URL, and a short review.

Title of Website	URL	Search Terms Used	Contact Person or Webmaster	Subject of Website	Added By	Highlights
Read-Write-Think	<http://www.readwritethink.org/materials/diamante/>	diamante poems	Managing Editor Read-Write-Think International Reading Association 800 Barksdale Road P.O. Box 8139 Newark DE 19714-8139 <www.readwritethink.org/contact.html>	Language arts resources	Teacher	This websites provides teachers and students with access to language arts resources.