

Roam Your ROM (CD-ROMs)

ICT.5

TIME

150 minutes

OVERVIEW

Students become familiar with the use of the CD-ROM resources available in the class. They practise being mentors to one another while explaining the use of a specific CD-ROM resource.

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:

- 1.1.2 *Consider Others' Ideas* — Select from others' ideas and observations to develop thinking and understanding.
- 1.2.3 *Combine Ideas* — Search for ways to reorganize ideas and information to extend understanding.
- 2.1.2 *Comprehension Strategies* — Use comprehension strategies [such as asking questions, making notes, adjusting reading rate...] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].
- 3.1.3 *Contribute to Group Inquiry* — Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.4 *Evaluate Group Process* — Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.

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
- educational software
- ethical use of technologies
- graphics creation
- word processing

SUGGESTED LEARNING RESOURCES

Software

- at least five different CD-ROMs appropriate for reference (including an electronic encyclopedia) or to support this interdisciplinary unit or any other unit of study
- graphics

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.5#1: Group Assessment of CD-ROM Poster
- BLM ICT.5#2: Assessing the Technical Features of a CD-ROM
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist

Materials

- poster or chart paper
- glue
- pencils, markers, rulers, crayons

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Review the database of students' ICT skills, as expressed on BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT 5: Roam Your ROM.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.
- Set up an area or a corner of the classroom as a Resources Learning Centre for resources that will be used through the year. The class CD-ROMs and accompanying "how-to" posters can be stored there.

Activating Strategies

- Brainstorm sources that students use regularly to find information (e.g., books, magazines, newspapers, encyclopedias, television programs, Internet sites). Ensure that CD-ROMs are added to the list.
- Ask students what they know about the contents of CD-ROMs (e.g., some contain music, computer programs, encyclopedias, games).
- Students identify various categories into which CD-ROMs can be organized (e.g., entertainment—such as music and games; learning—such as encyclopedias and educational programs). List the common attributes of learning CD-ROMs (e.g., search menus, navigation buttons).

Acquiring Strategies

- In collaborative groups (or in groups created to match the number of different CD-ROMs available), students browse a CD-ROM assigned to their group. They decide on the roles of each group member for a given task.
- Students investigate the features of their CD-ROM by
 - opening each icon
 - following the paths
 - navigating using the arrows, buttons, or hyperlinks
 - finding shortcuts
 - discovering the purpose of each section of the CD-ROM

- They note their findings on BLM ICT.5#2: Assessing the Technical Features of a CD-ROM.
- Students also discover how to collect information, if applicable, by
 - copying and saving text in a word-processing file
 - saving work done on the CD-ROM
 - copying and saving images (see BLM ICT.9#2: Acceptable Use of Copyrighted Electronic Resources)
- Each time students collect information from a different CD-ROM, they record a bibliographical note in the appropriate section of BLM Mod.1.3a#4: Recording Bibliographical Notes. Show students how to record their bibliography (see TBLM Mod.1.3a#2: Making a Bibliography).
- Each group drafts a poster to assist future users of their assigned CD-ROM. Students take notes of their assessment of the CD-ROM, decide what information and directions the poster will contain, and determine how it will be organized. They assign roles for writing, illustrating, and poster layout or set-up.
- Students place their posters with the applicable CD-ROMs in a Resources Learning Centre.

Applying Strategies

- Form new groups that include one member from each of the previous groups.
- Students rotate through the learning centres, sampling each CD-ROM while following the directions on the accompanying poster. The group member who previously used and assessed the CD-ROM becomes a mentor or answers questions at the corresponding learning centre, as needed.
- Each group fills out BLM ICT.5#1: Group Assessment of CD-ROM Poster. When all forms have been handed in, fill out the Teacher Comments and Suggestions box and cut off the evaluators' names at the top of the form.
- Students return to their original groups and finalize their CD-ROM posters, taking into consideration the comments and suggestions made by classmates. Students use graphics software to create the final copy of their CD-ROM posters (see ICT.4: Looks Like This).

Variations/Extensions

- 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

- Students use BLM ICT.5#1: Group Assessment of CD-ROM Poster to give feedback on the CD-ROM posters.
- Review students' redesigned posters to assess the effectiveness of incorporating comments and suggestions from peers into the final posters.
- Observe interrelations and group work as students rotate through the Resources Learning Centres.
- 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 student performance in this interdisciplinary unit as students demonstrate their ability to collect the information they need from the CD-ROM sources in the class.

CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES

- As students create their CD-ROM posters, they experience planning for an oversize format and working in collaborative groups. This provides practice in preparation for the advertising posters they will create in the *Inventions, Innovations, and Discoveries* interdisciplinary unit.
- The effectiveness of ICT.5: Roam Your ROM is measured in students' use of CD-ROMs to find information throughout the school year.

BLM ICT.5#1: Group Assessment of CD-ROM Poster

Evaluation Group Members _____

Name of CD-ROM _____ Date _____

Assess the effectiveness of the CD-ROM poster elements. Make comments describing something done well or suggest how the poster could be improved to make it a more helpful user tool.

Rating Scale: 3 = Excellent 2 = Good 1 = Needs Work

CD-ROM Poster Criteria	Rating			Comments and Suggestions
	3	2	1	
Content				
• All necessary information is present.				
• The purpose of sections is explained.				
• Directions for use of CD-ROM are clear and accurate.				
Illustrations				
• Illustrations are clear and accurate.				
• Artwork supports the text.				
Organization				
• Information is presented in appropriate groupings.				
• Proportions of text and illustrations are appropriate.				
• Flow chart is used to illustrate information-accessing procedures.				
Teacher Comments and Suggestions				

BLM ICT.5#2: Assessing the Technical Features of a CD-ROM

Evaluation Group Members _____

Name of CD-ROM _____ Date _____

Feature	Yes	No	Comments
• Launch time is acceptable.			
• Launch can be speeded up or bypassed.			
• Contents of the CD-ROM are listed in Table of Contents.			
• User options appear as pictograms — in list form — scattered on the screen			
• Operating system menu bar is available on screen.			
• Allows user to switch back and forth to another application to write notes.			
• Quitting instructions are clear.			
• Allows user to quit any time, without first having to finish a section.			
• Help file is readily available.			
• Navigation bar is included within the program (i.e., back/forward buttons, menu).			
• Content includes — mainly text — sound clips — video clips — images — maps — timelines			
• Other support — glossary — hyperlinks to Internet			
Identify the best feature of this CD-ROM. Explain.			
Identify a useless or annoying feature of this CD-ROM (if applicable). Explain.			
Identify a feature that could make this CD-ROM more user-friendly. Explain.			