

Wiki-nomics

Subject: Economics

Grade Level: 12

Grade

Materials: Computers

with Internet access,

wiki software, NOVEL

databases, SIRS

Knowledge Center

Database,

magazines, books,

and DVDs

About: Students use

a class wiki to create

research pathfinders

for special topics in

Economics.

Component activities

include work plans of search logs and research strategies, rubrics and

checklists for project management, annotated bibliographies, and

ongoing discussions of the research process. Students learn economic

concepts and principals, information retrieval strategies, evaluation

criteria for information assessment, project management skills, and the

use of remote server software in collaboration with peers.

Students post discussions on their information-gathering processes and

use project management skills to produce a successful economics

pathfinder with ReadWrite web wiki software. These pathfinders are

then used school-wide in all Economics classes to guide the

information-gathering process. The pathfinders include subject-heading

and key-word search guides, instructions for database searching, and

annotated bibliographies of relevant media available in the library's

collection.

This innovative instructional sequence uses an inquiry learning format

to teach content knowledge and information literacy. Students use

higher-order thinking to find, assess, and synthesize information from a

variety of sources; form conclusions; present findings; and reflect on

the process, all in collaboration with peers using the ReadWrite web

(wikis). The use of wikis as a tool for the collaborative construction of

knowledge that fosters discussion and reflection with peers is ripe for

classroom use. Students learn best in social environments where they

can construct new understanding of content in connection with prior

knowledge, and apply their learning in situations that connect their

activity with a larger community. The use of the ReadWrite web to

facilitate inquiry learning projects is an emerging instructional tool. The

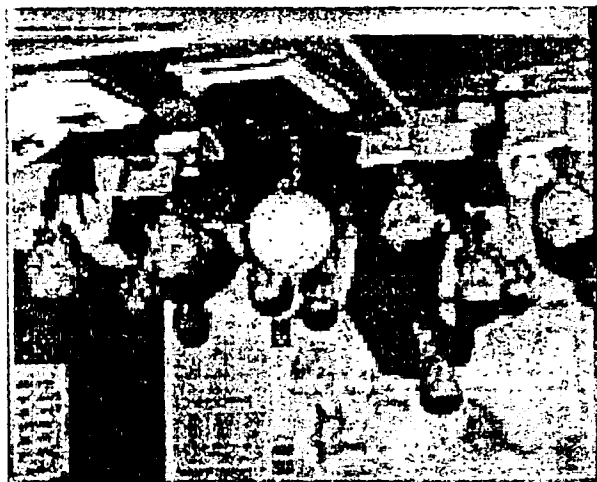
completion of this project will serve as a template for content and library

teachers to collaboratively design their own ReadWrite web projects.

When content and library teachers collaborate on units, students

receive richer learning experiences that access a multitude of print and

electronic resources within inquiry behaviors promoting critical thinking.



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Susannah Tamarin received

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National Board certification in

Library Media.

Important documents for this

lesson plan.

Curricular units that combine subject-area content with inquiry-based information technologies allow for opportunities that push students beyond textbooks and eliminate the cut-and-paste "invitational" plagiarizing results of recall/report-type projects. By combining content knowledge with information fluency, students learn the tools necessary to evaluate arguments, make judgments, and manage their own learning experiences.

<http://thislibrary.wikispaces.com/Economics>

Objectives

Students identify areas of interest in economics by reading and discussing material that provides topic overviews.

Students learn how to access information efficiently and effectively by keeping a search log and discussing and comparing search results with peers.

Students learn project management skills by creating assessment tools and participating in wiki-discussions that monitor individual and

Students use information ethically by citing all materials with a bibliographic style sheet.

Students understand basic concepts and principals of economics in accordance with state and local standards by completing in-depth research on a special topic in economics.

Students take responsibility for their own learning by creating and using assessment tools that monitor individual and group progress.

Students learn project management skills by collaborating with peers to create a successful research pathfinder for the study of economics.

Students gain computer literacy skills by creating and presenting all activities with wiki and remote-server word-processing software.

Students contribute positively to the learning environment by working effectively in groups to generate information for use by others.

Students pursue independent learning activities by self-selecting research topic and questions, and use this inquiry to gather and assess information for use by others.

Websites

All class activities, resources, student work, and instructions are accessible on the Wiki-nomics wiki.

<http://thislibrary.wikispaces.com/Economics>

Google Docs remote-server word-processing and spread-sheet program

<http://google.com>

Reading Informational Texts Using the 3-2-1 Strategy:
 "ReadWriteThink, established in April of 2002, is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. NCTE and IRA are working together to provide educators and students with access to the highest quality practices and resources

Computers with Internet connection: Library website NOVEL databases

Assessment tool for articles:

http://docs.google.com/View?docid=dgh5vg6g_7c9695g

Assessment tool for search log:

http://docs.google.com/View?docid=dgh5vg6g_9f6v2xm

<http://thislibrary.wikispaces.com,http://www.google.com>

Procedures

Check list and copy into your Work Plan and fill out to monitor your progress.

Continue using SIRS (or NOVEL databases). Run searches with a variety of

search terms using the checklists and evaluation sheets below.

Use this search log evaluation for your search terms.

Copy both into your Work Plan. Make new documents for each and collaborate with teacher. (Use the teacher's email. Teachers can create an email account on Yahoo just for this project.)

Publish documents and place links to documents on your project search log

page.

Answer 3-2-1 questions for each article you use. 3 things you discovered, 2

things you found interesting, and 1 question you have.

Teachers discusses the following with students: Things to look for in a

database: CURRENCY - was the article published recently? How would this

matter for articles on economic subjects? Where was it published? In a

magazine? Newspaper? Dictionary or other reference (encyclopedia, dictionary,

glossary, etc.) work? Why would this matter?

Homework

Conduct more searches, use the article evaluation sheets, and answer the

3-2-1 questions for each article you find. You should have at least three good

articles.

Assessment

The successful completion of evaluation checklists will demonstrate the degree

of student understanding.

Day 4: What have I done - what will I do?

Objectives

Students will be able to present their ideas and preliminary findings by

presenting their work to peers uninterrupted for two minutes.

Students will be able to identify and discuss their search strategies to gather

relevant information by discussing their use of search terms to peers.

Students will be able to evaluate search strategies by listening to presentations

and making appropriate suggestions, questions, and/or comments.

Materials

<http://thislibrary.wikispaces.com/Class+4>

http://docs.google.com/Doc?id=dgh5vg6g_7c9695g

http://docs.google.com/View?docid=dgh5vg6g_1c236nj