## **Contents**

Preface	ix	
Acknowledgments About the Author Introduction	xiii	
	xv 1	
		Chapter 1: Teaching and Learning
the Structure of Information	11	
Information Literacy: A New Basic Skill	12	
Zack's Story: The Danger of Ignorance	12	
MAPping the Internet: Meta-Web Information,		
Author, and Purpose	14	
Meta-Web Information	14	
Understanding the Web Address	15	
E-VENTURE: Invent a Domain Name	17	
Looking Back in Time	18	
Digital Threads: The Structure of Linked Information	18	
Internet Sleuth: The Link Command	20	
E-VENTURE: Register.com	23	
Search Engines	24	
E-VENTURE: Sorting Out Search Engines	25	
Author	26	
Purpose: Advocacy and Objectivity	26	
Confusing Technical Mastery With Critical Thinking	27	
E-VENTURE: Comparing for Understanding	27	
Blocking Versus Access	28	
The Digital Gutter	29	
Professional Growth Opportunity: Relate		
and Reflect on Chapter 1	30	

Chapter 2: Empowering Learning	
by Expanding Relationships	31
Planning for Learning (Instead of Technology)	31
Creating Collaborative Partnerships	34
Skype in the Classroom	35
Group Work on a Project	35
Ask an Expert	36
Getting Help After Hours	36
Inclusion	36
Revisiting the Role of the Family	36
School-to-Family Connections	37
Bridging the Digital Divide	38
School-to-World Connections	38
Cultural Connections	39
E-VENTURE: Information Campaign	40
E-Mail in a Cultural Context	41
Teacher-Created Web Sites	42
Publishing Student Work on the Web	43
Professional Growth Opportunity: Relate	
and Reflect on Chapter 2	44
Chapter 3: Emerging Roles Within	
the Knowledge Community	<b>47</b>
Teachers as Digital Immigrants	48
Reverse Mentoring	48
Help and Support in Your Own Backyard	50
Collegiality	50
The Anonymous Reviewer	51
Collaboration With Parents	52
E-VENTURE: Dino Documentary	52
Benchmarking Educational Practice	
to the Knowledge Community	53
Shifting Control	54
	56
Real Problems	
Raising Expectations: Students as Knowledge Producers	57
Raising Expectations: Students as Knowledge Producers Colleen's Story: Colleen's Health Care Database Project	58
Raising Expectations: Students as Knowledge Producers Colleen's Story: Colleen's Health Care Database Project Promoting Student Responsibility for Learning	
Raising Expectations: Students as Knowledge Producers Colleen's Story: Colleen's Health Care Database Project Promoting Student Responsibility for Learning E-VENTURE: Connecting With Congress	58 59 61
Raising Expectations: Students as Knowledge Producers Colleen's Story: Colleen's Health Care Database Project Promoting Student Responsibility for Learning E-VENTURE: Connecting With Congress Managing Fear	58 59
Raising Expectations: Students as Knowledge Producers Colleen's Story: Colleen's Health Care Database Project Promoting Student Responsibility for Learning E-VENTURE: Connecting With Congress	58 59 61

Chapter 4: Accessing Primary	
Sources to Enhance Critical Thinking	65
Using Primary Sources	65
National Archives and Records Administration (NARA)	66
The Digital Classroom	67
Archival Research Catalog (ARC)	67
The Archivists	70
E-VENTURE: Do-It-Yourself School Archives	70
Teaching the Skills to Assess Primary Sources	72
Perspective	73
Database Search Skills	73
Visual Literacy	74
E-VENTURE: What's Wrong With This	
Picture: Adventures in Visual Literacy	74
Thinking Critically About Primary Source Material	75
Generating Questions	75
Identifying Information Sources	75
Student-Generated Data	76
Jessie's Story: Wavelength Probe	76
Experts	77
Finding an Authentic Audience for	
Student Analysis	77
E-VENTURE: Kennedy Versus Nixon,	
October 13, 1960	78
NARA Worksheets	78
Professional Growth Opportunity: Relate	
and Reflect on Chapter 4	81
Chapter 5: Online Learning	83
Pioneers on the Digital Frontier	85
A World Away From the Desktop	86
Changing Roles and Interactions	88
Positive Student Interaction	88
Improved Teacher Interaction	89
Peer Interaction on the Internet	89
Better Parent Interaction	90
Students Involved in Online Learning	90
Who Makes a Good Online Student	91
Motivation to Take the Class	91
Self-Discipline and Responsibility	91

The Ability to Work Independently	92
Parental Support	92
Online Learning Is Not Right for Everybody	92
Teachers Involved in Online Learning	93
Who Makes a Good Online Teacher	94
Devotes Time and Energy to Teaching Online	94
Available to Students	94
Creative and Willing to Experiment	95
Breaks Down the Curricula Into Smaller Units	95
Focuses on Concepts, Not Class Periods	97
Integrates Curricula	97
Teacher Training	97
Positive Consequences of Teaching Online	98
Individual Courses: Supporting Learning	98
<b>Building Online Learning Environments</b>	99
Building on Exceptional Programs	99
Professional Growth Opportunity: Relate	
and Reflect on Chapter 5	100
Appendix	103
Bibliography	107
Index	109