

## The Media Center: The Technology P's

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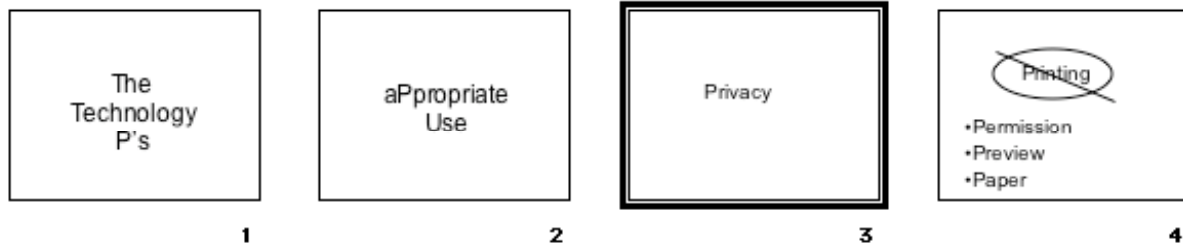
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Sometimes our most successful teaching efforts are those teachable moment lessons that arise unexpectedly to meet an immediate need. The "technology P's lesson" is one of those. The immediate need? A 4<sup>th</sup> grade boy had attempted to access an inappropriate\* Internet site beginning with the letter P; another had Printed an excess of Personal signs warning her siblings to keep out of her room. With spring approaching, student infractions were certainly going to be on the rise; it was time for immediate action and time was short. A quickie lesson titled "the Technology P's" was created—using that instant Presentation tool PowerPoint. In keeping with the often-practical nature of this column, this feature will address how a simple lesson became a successful unit and how it supports information and technology literacy standards.

Students knew something was up; they were exceptionally well behaved and attentive when they sat down in front of the projection screen. I began the lesson with just three slides; large white words on a bright red background.



I didn't know who were the abusers were when I began. It didn't matter; the point of the lesson was to inform and teach, not punish. Just the same, a few bright eyes and intelligent responses made it easy to figure out whose behavior inspired the lessons. They knew they had behaved inappropriately and were eager to let their teacher and I know that they knew better.

Their quick responses and questions generated more slides that I created on the spot. We also generated lists of spelling and vocabulary words. (See figure 2 for a slide show outline and more technology p's)

What started out as a simple lesson was a good tie in with the research project the students were preparing for. It was an even better catalyst to stir interest in their upcoming *PowerPoint* projects. Answers to questions reinforced a previous activity on citing sources We also got into some good discussion about the technology interests and skills of these students. Some, for

example, equated piracy with illegally downloading music to their iPods. So much potential in such a short lesson!

The lesson also meets the grades 3-5 “Responsible Use Of Information And Technology” strand in the *Minnesota Standards and Benchmarks for Information and Technology Literacy*,

- *Students will understand ethical and safety issues related to information use including plagiarism, citing sources, copyright, intellectual freedom, acceptable use of school technologies, privacy, and evaluation of information.”*
- *Students will use resources responsibly.*

### **Benchmarks**

- Students understand acceptable use policy for their school.
- Students understand that private information should not be given out in cyberspace without permission of a parent or teacher.
- Students understand that legitimate children's sites must, by law, protect the private information of children 13 and younger.
- Students understand the difference between an appropriate and inappropriate Internet site.
- Students define plagiarism and explain why it is wrong.
- Students understand that creators of intellectual works have ownership rights, which are protected by copyright laws.
- Students use materials, equipment, and facilities in a respectful way.
- Students understand that using a computer at home is different from using a computer at school.
- Students use strategies such as previewing printing that avoid the waste of resources when using technology.

Ethics and social responsibility skills are not always easy to teach. This little lesson made a less tangible topic both easy to teach and engaging for the students. Simple as the lesson appears, we did touch on most of the benchmarks either in the brief lesson or in follow up activities that correlated with their research project. In a later lesson, for example, we reinforced copyright using Cyberbee’s interactive question and answer activity. I also added answers and questions to information technology *Jeopardy* style game made with PowerPak *Pro for PowerPoint*, a collection of lesson and game templates.

This teachable moment “Technology p’s “ lesson made its way into my district’s summer curriculum alignment, when district media specialists aligned our K-4 instructional activities with the *Minnesota Standards for Information and technology Literacy*. It will also be housed in a repository of lessons designed by Minnesota media specialists to support the Minnesota standards. The online repository will contain interactive learning objects which, according to project director Renee Jesness have these characteristics:

- Have specific learner audience written in the grade level
- Have specificity in learner language (as opposed to teacher language or for multiple audiences)
- Tend to have a single or few learning objectives
- Are written to be self-contained

- Are ideally interactive providing practice in the learning
- Learning from the object can be measured (is discrete as opposed to open-ended)
- Are intended to be shared and reused

To learn more about this project visit the project web site at

[http://onlinecurriculum.mpls.k12.mn.us/Statewide Work Group Site.html](http://onlinecurriculum.mpls.k12.mn.us/Statewide_Work_Group_Site.html)

The password is infoliteracy

To learn more about Learning Objects link to <http://loreproject.mnscu.edu/a> a site designed to begin a dialogue and a project to provide framework for Minnesota educational institutions to use to support online learning.

Jane Prestebak, the co-director of the Minnesota Information and Technology Literacy Standards project, plans to place some of the Minnesota learning objects on *Curriki*, another repository for sharing curriculum and lessons. *Curriki* is an open site that anyone can contribute to. *Curriki* is not limited to "learning objects", but can link to anything (and hopefully that anything is related to education and is useful.

< <http://www.curriki.org/xwiki/bin/view/Main/WebHome> >

#### **A few teaching suggestions:**

- The instructor may work with students to generate a short list of words prior to beginning the lesson. Words can be added directly to this slide show during the lesson, written on a white board, or added to a graphic organizer.
- Lesson may be used as a separate lesson, integrated with the research process standards, or with students when needed in an educational setting. Teachers may adapt the slide show to meet the needs of their school or situation.

**Less is sometimes more.** Effective lessons can grow from simple beginnings. Take advantage of those teachable moments and immediate needs to help your students become effective, efficient and responsible users of information and technology!

#### **Giving credit where credit is due:**

Johnson, Doug, "Developing an ethical compass for worlds of learning." *MultiMedia Schools*, Nov/Dec 1998. Volume 5, no. 5, pp. 42-47 Read "Resources for teaching information technology ethics to children and young adults"

<http://www.doug-johnson.com/ethics/> for more ideas.

Minnesota Educational Media Organization, *Minnesota Standards for Information and Technology Literacy*, 2004, 2006. Select the 2006 Scope and Sequence documents.

<http://www.memoweb.org/htmlfiles/linkslitstandards.html>

"Copyright with Cyberbee," *The Adventures of Cyberbee*, <http://www.cyberbee.com/copyrt.html>

*PowerPak Pro for Power Point*, (Mac/Windows) FTC Publishing, PO Box 1361 Bloomington, IL 61702 <http://www.ftcpublishing.com/powerpakpro.html>

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**The Technology P's**

**aPpropriate Use**

**Privacy**

What are examples of what we should keep private?  
When we are using technology?

**Password**

**Personal use**

**Printing**

**Permission**

**Preview**

**Paper**

**Permission**

**Plagiarism**

Plagiarism Police

**piracy**

**Property**

**Polite**

**Acceptable Use Policy**

**Can you name the technology P's?**

- P\_ \_ \_ \_ \_
- P\_ \_ \_ \_ \_
- P\_ \_ \_ \_ \_
- P\_ \_ \_ \_ \_
- P\_ \_ \_ \_ \_
- P\_ \_ \_ \_ \_

Figure

All the P's should be a larger font  
Needs to be "doctored up"