



WEB UTILIZATION STRATEGIES

1. Purposeful Use

When planning your use of the Web in a lesson, ask yourself specific questions — will the Web allow students to learn something they otherwise will not? If no, will it allow them to learn something in a more compelling way? In other words, will it have more impact than other technology options?

2. Pre-visit & Bookmark Sites

Just as with video, always preview sites and become familiar with their basic content. Some sites are portals to other sites; some are interactive “packages” of activities and information; some are educationally sound and information rich; others are commercial and wish to sell something.

In order to make the best use of time with students, bookmark sites or create a “live links” page with the URL (Universal Resource Locator) and brief notes to remind you of the relevance of each site.

3. Employ a Projection Device

Whether you teach in a classroom or a computer lab, lead students through their beginning Web explorations and model the way you wish them to use the Web by projecting Web page images from your computer on to a screen in the front of the room.

4. Focus, Internet, Follow-Up

Just as with any other lesson, include pre-surfing activities to get your students prepared for their Web experience. They will be more likely to approach the Web with a purpose if you set the stage for them. Employ post-surfing activities that help them to expand upon, evaluate, or test out what they’ve done on the Web.

5. Guide Student Surfing

Bookmarking sites on all student computers, providing a list of URLs for students to visit, or using

the projector and instructor station to take students on a tour of sites you wish them to travel — all of these are ways to guide students through their Internet experience and assure that they remain focused on their task.

Supervision is important when students are using the Web, regardless of their age or experience. Help students to develop their own filtering abilities by teaching them to evaluate sites for efficacy and educational value. Most school divisions have an AUP (Acceptable Use Policy). Become familiar with yours and help students to practice appropriate uses of the Web in school.

6. Limit Student Time on the Web

Require students to evaluate and prioritize the length of time spent on the computer versus other activities. This is good experience for them, especially given the tendency to get so far away from the original topic through active links on pages. Also, depending upon the ratio of computers to students, time limitations will allow for equal chance for all students to access the Web sites you’ve assigned.

7. Higher Level Uses

There are many other ways to use the internet, other than for research. By using the higher level uses of the web, students are able to get more out of their internet experience, thus improving student learning. High level uses include Keypals, electronic field trips, interactive websites, classroom collaboration, electronic publishing, simulation and social action projects.