“Friction” = Slow thinking

• Annotated bibliography
• Template projects
• Modified instructions
• Formative assessment
• Proactive approach to plagiarism
Annotate a source list - assign criteria
Annotation pegged to citation

- Authority
- Credibility
- Currency
Collaborative Source List

Class (or group) contributes to a single list

1. Rate value of each source
   • The highly rated sources get credit

2. Each student makes a personal copy of the list
   • Identifies a question or subtopic to pursue
   • Delete irrelevant sources
   • Uses the relevant ones
   • Adds individual research
Whole class begins with the same project

- Include non-negotiable sources
- Or a provocative source
- Or a range of sources to choose from
Single source paper

Thanks to Amy J Southworth
http://noodle.to/endangered
One notecard model
http://noodle.to/violentgames
Still, as the Commission also noted, educating parents is only part of the battle. So it is great to see that, according to the report, video game retailers are enforcing the ratings system by checking IDs and preventing under-age kids from purchasing mature-rated games.

Microsoft has developed a number of resources to help retailers enforce the ESRB ratings. One is our free online “ExpertZone,” which has helped thousands of retail employees explain the ratings and content descriptions to customers and consult the information before ringing up a sale.

Once a game’s been sold, additional steps can be taken to ensure kids play only what moms, dads and caregivers deem appropriate. Effectively deploying parental controls tops the list. Microsoft builds robust Family Settings into Xbox 360, Windows 7 and other products that provide an easy and consistent way for parents to manage content.

**Claim:** Microsoft shows parents that it encourages retailers to enforce rating systems.

**Evidence:** Microsoft encourages retailers to:
1. Check IDs to enforce the rating age guidelines
2. Explain ratings and content descriptions by providing information that can be used with customers

**Claim:** Microsoft helps parents who are the ones responsible for making decisions about their kids’ game use

**Evidence:** Microsoft’s role is to:
1. Build games with easy-to-use parent controls
2. Provide resources that educate parents about the ratings and content descriptions

**My Ideas:**
Microsoft’s role is to encourage and support retailers and parents to monitor kids use of games. They aren’t saying they will make less violent games.
“Setting the Table” for a project
http://noodle.to/teachersandguns

<table>
<thead>
<tr>
<th>Armed with Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL:</td>
</tr>
<tr>
<td>Pages:</td>
</tr>
<tr>
<td>Tags:</td>
</tr>
<tr>
<td>Cues:</td>
</tr>
<tr>
<td>Quotation:</td>
</tr>
</tbody>
</table>

> Eric Gay, AP Images

A task force at the U. of Texas at Austin that studied how to comply with a new state law expanding gun rights at colleges and universities has recommended that guns be allowed in classrooms. Above, Ann Cvetkovich, a professor of English, waited to speak during one of the panel’s public forums this fall.

<table>
<thead>
<tr>
<th>Paraphrase:</th>
<th>How do you interpret the phrase on her T-shirt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Ideas:</td>
<td>What might she say at this forum?</td>
</tr>
</tbody>
</table>

| History:          | Created: 08/24/16 11:12 AM | Updated: 09/13/16 04:50 PM |
History

A. Reconstruction

B. Jim Crow
   1. Literacy tests
   2. Poll taxes
   3. Threats and violence

C. Civil Rights Movement

D. Voting Rights Act
   1. Section 5
   2. Shelby County v. Holder

E. Voter fraud vs. voting rights
   1. Voting integrity
      a. Time taxes: lines, lines
      b. ID laws
      c. Proof of citizenship
      d. Purging voter rolls
      e. Ex-felon laws
      f. Poll taxes
      g. Early voting restricted
      h. Preregistration eliminated
      i. Gerymandering
   2. Voting rights
Copy, paste and annotate here

- Capture the author’s words and images
- Get quotes and attribution right
- Mark up the quote by coloring and highlighting the text

In your own words

- Explain it to yourself in words you understand
- Look back at the quote -- got it all?

Original thinking here

- How does this fit with what you know?
- What do you wonder? What can you follow up on?

Standard notecard format
Design your own notecard instructions
Your instructions on the notecard...

- Highlight vocabulary you don’t know
- Highlight evidence for an argument
  - Strong evidence in green
  - Weaker evidence in yellow
  - Claim in blue
- Color-code evidence for a position
  - Pro evidence in green
  - Con evidence in red
Can be deleted and replaced by the student

Your questions can replace the standard text and include a link

Populate a modified notecard
Focus on rhetoric

• What’s the author’s view? Highlight words or phrases, loaded language, etc.

• How strongly does the author feel with a cited source? Color-code adverbs and adverbial phrases to determine the author's level of agreement.
  – Intensifiers in red
  – Qualifiers in blue

• Highlight the rhetorical strategy (e.g. piggybacking, picking a fight, etc.) and label it in the #2 field
## Rhetorical comparison

http://noodle.to/dreamlanguage

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Citation</th>
<th>Description</th>
</tr>
</thead>
</table>
These simulations show that reducing the place-based effect of obesity of students living (or attending school) in high obesity neighborhoods (or schools) to the level of observationally similar students living in (or attending school) in lower obesity neighborhoods (or schools) would have a meaningful if modest effect on the overall rate of obesity in NYC. If policies were able to reduce neighborhood (or school) effects to that of the median tract (school), we estimate a 1.5 to 1.7 point (or 8–12 percent) reduction in the obesity rate. More aggressive targets would yield greater reductions. There are two important caveats to keep in mind when interpreting these results, however. First, as noted above, even the median scenario is a rather ambitious target, requiring a 3–4 percentage point reduction in obesity among the highest obesity tracts (or schools). Second, students in NYC are unevenly distributed across neighborhoods and schools. A larger share of NYC students live (or attend school) in higher obesity neighborhoods (or schools) than in lower obesity neighborhoods (or schools). On the one hand, this means targeted, place-based interventions may be an efficient approach, since changing a high obesity neighborhood affects a larger number of students than changing a lower obesity neighborhood. On the other hand, lower obesity neighborhood (or school) effects may be particularly unrealistic targets, since they reflect a relatively smaller share of the population.”

Elbel, Brian, Sean B. Corcoran, and Amy Ellen Schwartz. "Neighborhoods, Schools and Obesity: The Potential for Place-Based Approaches to Reduce Childhood Obesity." PLOS One 11, no. 6 (June 16, 2016): 1-12. doi:10.1371/journal.pone.0157479.
Attribution in a scientific report

A pen “quill” to John Royce
### Teacher’s Inbox for a class project

<table>
<thead>
<tr>
<th>Project title</th>
<th>Status</th>
<th>Reviewed</th>
<th>Style</th>
<th>Level</th>
<th>Sources</th>
<th>Notes</th>
<th>Created (PST)</th>
<th>Modified (PST)</th>
<th>Shared By</th>
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<td>MLA</td>
<td>Adv</td>
<td>13</td>
<td>27</td>
<td>04/13/16 04:04AM</td>
<td>08/25/16 10:10AM</td>
<td>wshakes (Will)</td>
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<tr>
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<td>04/13/16 04:04AM</td>
<td>08/25/16 12:49PM</td>
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<td>Adv</td>
<td>17</td>
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<td>09/01/16 02:10PM</td>
<td>coby (Coby)</td>
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<td>09/01/16 02:18PM</td>
<td>maria (Maria)</td>
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<tr>
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<td>Revised</td>
<td>09/02/16 04:20PM PDT</td>
<td>MLA</td>
<td>Adv</td>
<td>25</td>
<td>22</td>
<td>04/15/16 05:04AM</td>
<td>09/02/16 04:21PM</td>
<td>tobias (Tobias) and other...</td>
</tr>
</tbody>
</table>
Streamline your assessment process

Ask students to...

- Color each instructor’s notes
- Color-code notes to show they’re ready to have them checked
- Tag ? = need help
Can we show this video in class as part of our project? (Question)

How is this related to your topic? (Question)

coby: I can't figure out which source this is from
Simplify your feedback process

Runoff and Vegetative Strips

Used in paper; Need help
But some experts think habitat programs will weather the current controversy. Water-quality regulations require growers to minimize field runoff, and vegetative strips remain the most effective means of control.

What is this mean?
Peer review can simplify your workload.


"Introduction or Rentroduction??" ???????,?????, [www.lobowatch.org/saw/Species/go](http://www.lobowatch.org/saw/Species/go).


Assess conceptual understanding

More teaching ideas for you...

• **Annotate:** *Diseases*
  http://noodle.to/curate

• **Evaluate/Organize notes:** *Tooth Decay*
  http://noodle.to/toothnotes

• **Primary/Secondary:** *Voting Rights Act*
  http://noodle.to/votingrightsact
Don’t underestimate reflection for learning...

"Have I gathered enough information and met the requirements?"

"Is this the right balance of print and online sources for my research?"

"Did I make full use of the resources available to me?"

"Is currency important because I am reporting on a time-sensitive issue or evolving topic?"
Proactive approach to plagiarism

But Deborah Pergolotti of the Cairns Frog Safe project, has struggled to drum up government and academic interest in researching the bizarre malformations she has documented in amphibians.

"The first domino in the sequence is chemicals," she says, specifically neonicotinoids.

Introduced in Australia in 1996, neonicotinoids attack the nervous system of insects and have caused controversy overseas for their perceived link to declining bee populations.

bizarre malformations are caused by neonicotinoids attack the nervous system of insects and have been linked to declining bee populations.
Preorder your copy! Leslie Maniotes’ new book describing how Guided Inquiry Design (GID) structures inquiry learning using the information search process.
Differentiated, targeted feedback
We’re working on a comment list...

Expert (in doing academic research)

• Stage 3: Meta feedback
  Explain how to self-assess and why

• Stage 2: Process feedback
  Describe a type of reasoning and why to use it

• Stage 1: Task feedback
  Describe how to do a task (e.g., identify a source type) and explain why it matters.

Novice (in doing academic research)

How can we help you today?

Search results for ""project template""

Teacher: How to create a project template to share with your class
NoodleTools. Start with a project template in your own account. Then sharescreen and reload the page. The project template will appear. As they make their copy of the project, the project template in your account remains untouched

Wed, Sep 2, 2015 at 9:09 AM

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Tutorials http://noodle.to/tutorials