**SUBJECT CODE NUR112: COMMUNICATION and IT SKILLS DEVELOPMENT**

**Week 8**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Begin to use digital technology to find quality evidence.
* Use digital technology to prepare assessments according to requirements.

**Resources**

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| **Students need** | * Access to a computer or phone (computer is better) and the internet.   <https://ourworldindata.org/diarrheal-diseases>   * handouts on how to critically evaluate websites (5Ws and the CRAAP test) |
| **Teachers need** | Same as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance | Choose an activity.  Follow up on students’ plans to improve their written language | 10 |
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| Using technology to find evidence – and beginning to critically evaluate the evidence. | In groups: ask students to answer:   * Where do they get information from if they want to find out about something e.g., health issues, current events – write down the people they talk to, online sites they view etc? * How do they decide whether the information they receive is of good quality?   As a class make a list of some of the things to think about when assessing whether information is of good quality or not – try and draw out the suggestions from students and write them on the board. | 15 |
|  | Explain to students why it is important to critically evaluate what they find online.   * Anybody can put information online * Some of the information you find online will be wrong (anybody can post on sites like Wikipedia, blogs, social media sites (e.g. Facebook, TikTok)   Show students some guidelines to help them evaluate online information. Here are some good ones:   * 5Ws of website evaluation   <http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf>   * The CRAAP test (see handout) | 10 |
|  | Give students three sites related to diarrhoeal disease – or another topic that you choose (e.g., vaccinations) and get them to use one of the above guidelines to evaluate them – they can do it in groups.  You want to give them a range of sites – so maybe something from a government organisation, a social media site and a private company. E.g., I found these three.  <https://www.worldvision.com.au/docs/default-source/school-resources/global-education-png-water-based-diseases.pdf?sfvrsn=2>  <https://www.facebook.com/HouzcallsOfficial/videos/diarrhea-is-a-common-problem-and-its-main-symptoms-are-loose-watery-stools-with-/364804594948003/>  <https://www.imodium.com/diarrhea-treatment/what-is-diarrhea>  The aim here is to get students to see that there is a wide variety of information online and that they need to evaluate what they are reading. | 15 |
| After class work | Complete the above evaluations |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance | Follow up on the critical evaluations of the online sites that students completed as after class work | 20 |
| Using technology to find evidence – and beginning to critically evaluate the evidence. | Students today will find some information that they could use in their Assessment 1.  In pairs - <https://ourworldindata.org/diarrheal-diseases>    Each pair to look at the website and find some facts about diarrhoeal disease in PNG e.g., some statistics related to how many children die.  Students will need time to look at the site and see what kind of information is there?  If you have can show them the site on a large projector, you can finish up the lesson by showing them some of the features you found useful – e.g., you can search for statistics on PNG. | 20 |
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| Follow up work after class | Get students to apply the 5Ws or CRAAP test to the - <https://ourworldindata.org/diarrheal-diseases> | 10 |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work | Follow up on the students’ critical evaluations of - <https://ourworldindata.org/diarrheal-diseases>  Things to point out include:   * The site includes references for all facts – it is based on evidence. * The front page shows how the site is used by many academic and media organisations. | 10 |
|  | Get students to choose a different topic that they are interested in from the - <https://ourworldindata.org/diarrheal-diseases>  e.g., life expectancy, sanitation  Give students time to look through the data and to write down three facts that they think are important in their topic.  Share their topics and facts in small groups and then as a whole class | 30 |
|  |  |  |
| After class work | Students write down their own key learnings about evaluating sites they read online |  |