



eLibrary

Parent & Student

Homework Guide

**Get Started Using eLibrary Unique Tools and
100% Curriculum Content from 8 Media Sources**

- ▶ *Save Student Time Searching*
- ▶ *Raise Student Achievement and Grades*

School eLibrary Access URL: http://_____

School User Name

Password

(Get this information from your library media specialist at school!)

Why eLibrary Beats Google or Other Internet Surfing for Student Research

The following tools and content in eLibrary provide unique support for increased student learning and achievement:

More Time on Task for Increased Learning—No time wasted sifting through “hits” and evaluating information for relevance and authority. No distractions from advertising and pop-ups. 100% K-12 Relevant and Authoritative means more time for reading, writing, and critical thinking.

Lexile Reading Scores—Scientific research shows that when students use articles that match their reading ability, their understanding and achievement increases. Each article has a Lexile score assigned to it. Most schools have a record of student Lexile scores to *help teachers guide students to the right reading materials*. For more information, click the Lexile button on the *Search* page or go to www.lexile.com.

Reference Tool—Highlight any word that is unfamiliar in the text, click the *Reference* tab, and the integrated dictionary provides a definition. Helps students to better understand what they are browsing/reading in articles that they open from the search *Results* list. Also available are almanacs, thesaurus, encyclopedias, and other reference books to expand interest and related knowledge.

BookCarts—These teacher and librarian created resources collections can be *customized* to the reading and interest level of students and dynamically correlated to state content standards. Here’s a list of ProQuest BookCarts:
<http://www.proquestk12.com/pic/downloads/eLibModelBookcarts.pdf>

One-Stop Searching—Eight media types available on one search--newspapers, magazines, books, transcripts, websites, maps, multimedia, and pictures. Or, choose to search for any one or combination of these media types.

Access Curriculum-Relevant Websites without Surfing—No surfing, no Googling, no sifting through hundreds of irrelevant “hits” and often non-authoritative information. Over 150,000 easily searched websites *with relevant documents*, too. Access websites through the curriculum area organized *Topic* search.

Citation Builder—No struggling with citation formats. Create formal citations in the most popular styles used in K-12: MLA, APA, and several others.

Spell Check—This tool supports the most important step in searching, typing the key words correctly. Suggested spellings mean less time and frustration.

My List—This tool helps students to collect the best resources from a search in My List. They can then save, print, or email My List resources to save time.

Email—Students can email My List to other students on their team projects, or to themselves between school and home.

Home and School Access—Homework help 24x7 from any Internet connected home computer.

Online Tutorial for Using eLibrary Content and Tools Effectively—
<http://www.proquestk12.com/downloads/recordings/PQPodcastsQSG.pdf>

Why Use Library Databases --

http://www.proquestk12.com/demo/Databases_Funds/whyds.shtml

SAMPLE SEARCHES TO DEMONSTRATE STUDENT TOOLS

SEARCH 1 -- Basic search; access a variety of media resources; build My List of the best resources

1. Type *plate tectonics* in the **Search** box, then click **Search**
2. Notice the summary of the number and variety of media sources available under the **media icons**
3. Notice **Common Topics for the Search Results** that accesses **Editor's Choice** websites and related articles
4. Notice that the **Results List** is organized by **Relevance**. When students need the most **current** information, you can click **Sort by: Relevance** and then click **Date** in the drop-down window
5. Notice that each article has a **Lexile** reading score. Students with *reading difficulty* should be instructed by teachers to select the lower Lexile scores to ensure *greater understanding*
6. Scroll and click the title of a document/article that interests you about *plate tectonics*
7. Browse the article for its relevance to a typical student assignment
8. Scroll to the bottom and notice the links to **More Documents Like This** and **Document Topics** for websites
9. Click **Add to My List** (+ located to right of the article title)
10. Click **Return to Search Results** in the top left corner and then explore for another relevant document
11. Click another article of interest, browse it, click **Add to My List**, and then click **Return to Search Results**
12. Click **My List** next to the **Reference** tool tab at the top right of the screen and you will see the 2 articles that you collected for saving, printing, or emailing to your home or another research team member
13. Click the **Search** tab on top to exit this search and get ready for the next search

SEARCH 2 -- Basic search accessing multimedia and visual learning resources—build PowerPoint presentations to report and share your ideas; (you will need a multimedia computer and FREE QuickTime and Windows Media Player plug-ins to view multimedia)

1. Click the **Search** tab at the top to clear any previous searches and results and start a new search
2. Click **Clear All** to the right of the *media icons* and then click the boxes under the icons for **Pictures** and **Audio-Video**
3. Type *world trade center* in the **Search** box and then click **Search**
4. Click the icon **Audio-Video** to see the multimedia resources *listed first* in the **Results List**
5. Click **WTC SITE** or a similar title of interest and then click **View Video**
6. After viewing the video, close the viewer window and then click **Add to My List**
7. Click **Return to Search Results**
8. Scroll down and then click another video of interest. and then click **View Video**
9. After viewing the video, click **Add to My List** and then click **Return to Search Results**
10. Scroll down to the bottom and Click page 3
11. Scroll down and click a photo of the WTC wreckage, then click **Add to My List**
12. Click **Return to Search Results**
13. Click **My List** at the top right of the **Search** screen
14. Notice all citation information is included in **My List** as well as options to email, print, or “save as” the list
15. Click the following link to download a model of how multimedia can be used by students and teachers
16. Truman and the Bomb -- <http://www.proquestk12.com/go/eLibMultiMResModelHS>

SEARCH 3 -- Key word search for one media type only—Maps; test the spell checker support

1. Click the **Search** tab to start a new search
2. Click **Clear All** and then check the box below the **Maps** icon
3. Type *Arfica* (misspelling of *Africa*) in the **Search** box and then click **Search**
4. Notice that there were **no results** because the name of the country was misspelled
5. Click **Did you mean : africa ?**
6. Click *Africa 1914* to see an historic map depicting the impact of Imperialism on Africa

7. Click **Printer Friendly Version**; then click the browser menu **File** (top left) and **Print**
8. Click the browser **Back** button and then click **Return to Search Results**
9. Scroll down, click [Map of Africa](#) **CIA World Factbook 2002 Maps**, then **Printer Friendly Version**
10. Move the *mouse cursor* onto the picture and notice the icon shortcuts for printing, saving, or emailing the picture
11. Click the browser **Back** button and then click **Return to Search Results**
12. Notice these printed maps can be copied for activities to *compare and contrast* the present and past

SEARCH 4-- Topic Tree search to access *Editor's Choice* websites, relevant documents, and Reference

1. Click **Topics** tab at top and scroll through the 20 curriculum based topics in the *Topic Tree*
2. Click **Mathematics** and notice the tutorials/practice and games to practice *essential skills*
3. Click the **Topics** tab to return to the main topic search page
4. Click **English Language Arts** and notice the tutorials/practice and games to practice *essential skills*
5. Click the **Topics** tab to return to the main topic search page
6. Click **Literature**, look for **Featured Authors**, then click **Herman Melville**
7. Click **Criticism & Commentary**
8. Notice the collection of *Editor' Choice* websites available and also many relevant documents
9. Open one of the articles in the documents *Results* list
10. Highlight a word that you don't understand or rarely see and click the **Reference** tab
11. Note the dictionary to define the word and the choice of other reference books to select from
12. Note the English to Spanish and the Spanish to English dictionaries

SEARCH 5-- Searching librarian or teacher-prepared BookCarts (*custom learning resources collections*)

1. Click **BookCart** at the top/right of the **Search** page
2. Click and open a science-related BookCart that is authored by **ProQuest** (best quality—built by ProQuest)
3. Notice the variety of learning resources available: **Publications, Readings** (articles), and **Websites**
4. Scroll to the bottom of the BookCart and notice the listing of relevant selected websites
5. Websites may be a combination of eLibrary Editor's Choice and also include teacher favorites
6. Type key words for a related topic in the **Search** box and click **Search**; students can search for more resources, BUT only from all the teacher-selected publications listed in the *Publications* section
7. Searching from within a BookCart is *optional* and helps students to get the most current information when this is necessary (International Space Station) for a developing topics
8. Click the **Back** button on your browser to get back to the **BookCart**
9. Open a document and click **Add to My List**
10. Notice that students can build **My List** from the resources they select in a BookCart

The eLibrary Advantage -- FAQs for Parents

FAQ 1: Why does my student need eLibrary when Google is just fine and easy to use?

Answer: Less than **7%** of Google content addresses curriculum and state standards. eLibrary provides **100%**. Deciding what is relevant and authoritative requires students to **waste time** in searching and evaluating the resources from a search. This is time that is better spent on **reading, writing, and critical thinking**.

FAQ 2: Why should my kids have to be trained to use eLibrary when they can use Google without training?

Answer: Students can use eLibrary immediately by typing key word searches just as they do in Google. A spell checker and "more information like this" help students just like in Google. Learning more advanced searching techniques comes with experience and can be aided by easy-to-use online tutorials.

FAQ 3: Why should I support more research activities when they take time away from "covering the book"?

Answer: Scientific research shows that students who are pushed to cover the book, really **don't** retain what they learn because it is memorized and mostly forgotten (cramming). The same studies show that students **do** retain the content that they learn **in-depth**, and that research activities are one of the best ways to accomplish in-depth learning. Research activities also develop and increase the essential skills of reading, writing, and critical thinking.

FAQ 4: How is ProQuest mini-research different than the term paper that my son/daughter has to do?

Answer: Term papers are assigned once a year and require much valuable classroom and home time. Most students get **lost in the process, and many plagiarize**. Mini-research is short, occurs frequently, and focuses on textbook topics that need to be updated with **current information**. **Repetition** increases learning and success.

FAQ 5: Can using eLibrary help improve my student's grades?

Answer: Yes, but only if the teacher creates activities that include **critical thinking and writing** on issues or problems that engage student interest. ProQuest provides many curriculum resources to **help teachers to create and manage** these types of activities, and thereby **save valuable classroom and student time for additional learning opportunities**.

FAQ 6: Why are research activities so important that the school spends so much money on databases?

Answer: Having a lot of databases that duplicate the same content is not the answer to student research because it confuses them. eLibrary has 45 million full-text documents from 7 media types and 150,000 selected and easily searched websites. **No other resource**, including Google, provides this **one-stop searching** for information.

FAQ 7: How do student research activities help students to score higher on the state test?

Answer: Most state tests measure **reading, writing, and critical thinking**, not memorization of content. Frequent **mini-research activities** always focus on building these same essential skills, as well as standards-based content.

FAQ 8: Can research activities help my student to score higher on the new SAT?

Answer: The SAT now has a new section on essay writing that requires defending positions on important issues through **persuasive and expository writing**. This is essentially the process involved in mini-research. Quality **repetition** with a purpose increases skill and success.

FAQ 9: Do state standards require student to do research activities?

Answer: **All** state standards in **all** subject areas require **inquiry-based learning activities** (mini-research). Many also require technology and information literacy integration. Mini-Research addresses all of these standards.

FAQ 10: What specific content and tools in eLibrary make it better than the free state database that we have?

Answer: The comprehensive content of eLibrary includes 7 media types *plus* Editors Choice websites: No other K-12 digital learning resource can match this collection. Students **don't need to learn how to search** 6 search engines and 5 databases (including any state provided one) to get all the information that they need. Often ignored in any formal or informal evaluation of digital learning resources are the **teacher tools that are included in eLibrary**. eLibrary tools can improve teacher effectiveness, and research shows that this is **the most important factor in student success**.

Engaging Student *Extra Credit* Activities—Person or Event

This activity focuses on researching any famous person (living or dead) who has had some lasting impact on the present world. An alternative focus would be a famous event that helped to change the past and continues its influence today.

- Students could use this research activity to submit a **short research paper for extra credit with the approval of their teacher**. This is a great way for students to benefit from home access to this learning resource **without waiting for specific research assignments** that may not be part of their teacher's lesson plan design.

Critical Thinking Questions

The following is a list of higher-order thinking questions that can be used as a guide by students and parents. It is important that no question can be answered by "yes," "no," or just with a simple statement of fact.

- In your opinion, what is the most significant accomplishment of this person and why? If an event, invention, or creation—how does it affect the present world?
- In your opinion, what is the most significant obstacle that this person had to overcome in order to achieve this accomplishment? If an event, invention, or creation—what was the greatest obstacle to its successful completion?
- In your opinion, how is the world a better place because of the work of this person? If an event, invention, or creation—how did this change the world for the better?

Any additional questions should integrate the words "why, why not, how, or what if." Such questions require critical thinking and the construction of "reasoned opinion." Students form this reasoned opinion (not a factual answer) from the information acquired by doing the research on eLibrary.

The final part of the report is to prepare an **Executive Summary** of no more than 2 paragraphs. These summary activities are good preparation for many open-ended state assessments.

Procedures

The following criteria are provided as guidelines:

- Each question of the 3 questions should be listed in the report and then followed by the student's original response
- Each question should be answered with a **reasoned opinion** justified by the researched facts
- The report should be based on the information from 2 or 3 source documents
- All answers should be limited to 1 or 2 paragraphs.
- The executive summary should be followed by relevant citations copied and pasted from eLibrary source documents—format is not important
- The report should not be longer than 2 pages, or if oral, 3 minutes
- Because this is not a term paper, reduce/eliminate many of the format formalities—students should have these experiences also, when appropriate

Engaging Student Extra-Credit Activity--Multimedia Presentations

eLibrary has over 20,000 audio and visual clips in its growing multimedia library. In addition, there are 5,300 current and historic maps, and over 1,400,000 current and historic photos for you to use in PowerPoint presentations. **Many schools teach PowerPoint skills** and eLibrary is the best place to get multimedia for these reports. **Students are motivated by these reports because they are generally presented to their peers as well as their teachers.**

Be sure that you have a multimedia capable computer with either Netscape Navigator or Internet Explorer 5.0 or higher, are connected to the Internet with a DSL or cable modem, and have QuickTime or Windows Media player installed to use multimedia effectively.

1. To explore the audio, video, map, and photo archives, check only the *Icons* for these graphic resources before doing a search on any topic that you are studying. See what results you get, and imagine how you could combine them with text and an engaging current issue, using a PowerPoint presentation.
2. Another way for you to explore multimedia resources is to check mark the Audio-Visual Icon only, and then enter one of the **titles** below in the Publication Search box:

3D Animation (video)
Archive Films (audio and video)
The Big Story (video)
CBS Evening News (video)
Eye on Nature (video)
Fox Special Report with Brit Hume (video)
Great Events of the 20th Century (video)
The Hutchinson Dictionary of Arts (audio)
The Hutchinson Dictionary of Music (audio)
KRT Interactive Hot Topics (video)
Life Story (animation)
A.D.A.M. Animation Library (animation)

Model Multimedia Mini-Research Report: (Three examples of multimedia reports that are typical of reports that could have been created by a high school, middle school, and elementary school student. Each one integrates critical thinking, information literacy, and Social Studies curriculum and standards)

<http://www.proquestk12.com/go/eLibMultiMResModelHS>

<http://www.proquestk12.com/go/eLibMultiMResModelMS>

<http://www.proquestk12.com/go/eLibMultiMResModelES>

Engaging Student Extra Credit Activities—Stack of Decades

Topic: Connecting The 1940s (or any decade since 1650) to your world today.

What Do I Have to Do?

Discover and then select one person, one event, and one idea/invention/creation from the decade of the 1940s. Keep your selections in the same category. Research and summarize the facts for each, writing one or 2 paragraphs. Then state in one or two paragraphs how each affects your life today. The total number of words in the report for all three items = 200 to 250.

Subject Area(s) for Extra Credit (Examples)

- Social Studies: any world or U.S. history events or persons of the 1940s—Atom Bomb
- English Language Arts: author George Orwell’s “Animal Farm”
- Health/Wellness: the first fluoridation of drinking water supplies
- Economics: the founding of the International Monetary Fund
- Science: the invention of the transistor by Bell Labs

Other categories include people, slang, religion, entertainment, music, theater, etc.

Individual or Team Activity?

Individual Project—Each item’s name should be typed as a heading and then followed by a factual summary and an opinion summary.

Group Project—Teams can create a multi-page newspaper of the 1940s. Each team member would report on 3 topics from a different category of events/persons—science, literature, entertainment, world or U.S. history, etc. Try to include pictures using desktop publishing software and formats.

What Procedure Should I Use to Start the Research?

1. In eLibrary, use Publication Browse/Search **Stack of Decades** and then type **1940** in the *Search box* (or any other decade from 1650 to 1990).
2. Review all of the categories that summarize the many ideas, people and events of the decade of the 1940s and then select the three items from a single category that interests you and that has a significant connection to the present world.
3. Highlight one of the items, copy it, click the *Search tab* and then paste the item into the Search box. Find an appropriate document to summarize for each item, using *My List* to gather each one before saving, printing or emailing your documents.