

Locate Quality Content

Go to the standard Google search page. Search for a topic of interest.

- Explore the Google menus such as Web, Images, Videos, Maps, News, Books, Finance, Scholar, Blogs, YouTube, Patents, and Even More.
- Use the features of the Google Advanced Search. Narrow your focus with words like WebQuest, Tutorial, Lesson, Infographic, Video, PPT
- Try the Google Products and go to Google Labs for the latest tools.
- Compare your results with Bing or another search tool.
- Remember that Google searches provide entry to other websites, so be sure to cite the sites you find, not Google.

Search for particular types of resources such as audio, video, or graphics. For instance, incorporate infographics.

Build Assignments

Explore the subject area resources. Select an online resource and develop an assignment. Rather than summarizing what they read or answering questions, ask them to compare, organize, create, or evaluate.

Ideas:

- Compare one article, perspective, or approach with another.
- Provide an example. Ask students to create identify or build another example.

Organize Assignments

What's the fastest and easiest way to share assignments, links, and resources with students? Design an effective, efficient, and appealing entry point for your course materials.

- **Messages:** Today's Meet, Twitter, E-mail (pros: quick; cons: redo each semester)
- **School Website:** (pros: already available; cons: cumbersome)
- **Documents:** Word, PowerPoint (pros: quick, traditional; cons: software-based)
- **Shared Documents:** Google Docs (pros: quick, traditional; cons: student gmail accts)
- **Social Bookmarks:** Delicious, Diigo (pros: quick; cons: limited text)
- **E-Journal:** Blogger, Word Press (pros: posting control/reply option; cons: redo each semester)
- **Wiki Pages:** Wikispaces, PBworks (pros: flexibility, student involvement; cons: passwords, access)
- **Visual Pages:** Glogster, SpicyNodes (pros: interesting, visual; cons: overstimulating)

Think about how you will organize access to online resources so that students move seamlessly from reading to responding to creating to communicating.