





Virtual environment as a collaborative platform to enhance pupils' information literacy skills

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Outline of Presentation

- Background – *A Glimpse*
 - Purpose – *The Drive*
 - Theoretical Perspectives – *The Frames*
 - Task Design – *The Elements*
 - Implementation Process – *A Cycle*
 - Findings – *Hope & Challenges*
 - Future Direction – *The Journey Ahead*
 - My Reflection – *The Teacher*
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Background – *A Glimpse*

Context

- Beacon Primary School, one of the future school in Singapore
- Tamil Language Curriculum leverages on Technology


(B121 programme for Primary Four level)





Purpose – *The Drive*

Explore virtual learning environment as a collaborative platform to enhance information literacy skills for a mixed-ability Primary Four class.





Theoretical Perspectives – *The Frames*

“Information literacy (is not)... teaching a set of skills but rather a process that should transform both learning and the culture of communities for the better.”

Breivik (2000)


- ICT as constructive tools

Lim & Tay (2003). Jonassen, Carr & Lajoie (2000)

- Individual accountability and positive interdependence linked to group rewards or goals

Johnson and Johnson (1991), Kagan (1990) and Slavin (1999)






Task Design – *The Elements*

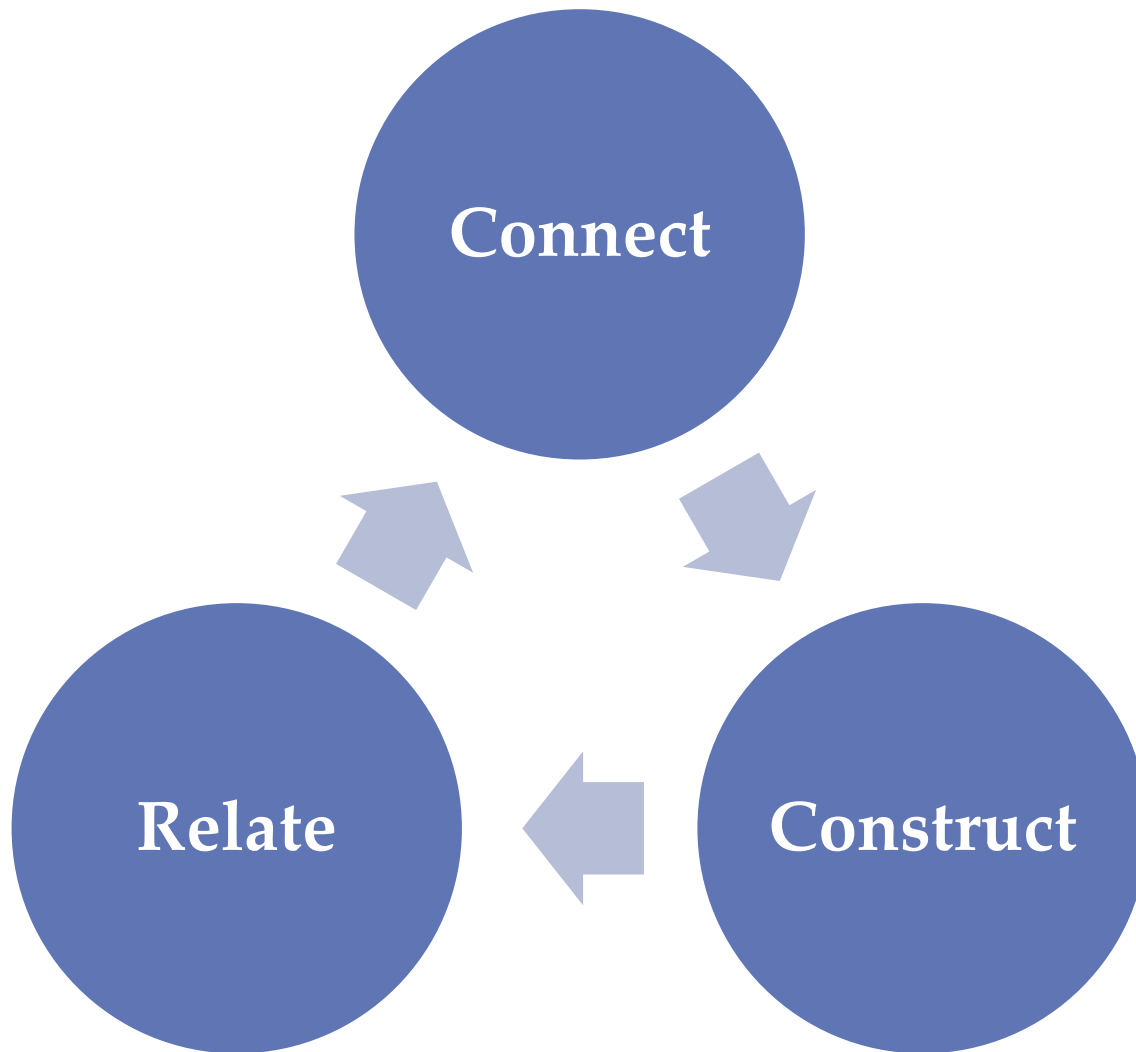
Specific Instructional Objective

To develop pupils information literacy skills through an online collaborative discussion on a newspaper article on tourism

Key Elements


- ICT Platform – Pbwikispace
 - Selection of Article - National Tamil Newspaper, Tamil Murasu
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Implementation Process – *A Cycle*






Findings - Hope

- Information Exchange
 - Knowledge construction and co-construction
 - Resourcefulness of using ICT tools (eg. Search engines, Google translator)
 - Positive interdependence and Individual accountability
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Findings - *Challenges*

- Lack of websites in Tamil Language
 - Dilemma
 - Time
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Future Directions – *The Journey*

Future research could look into recording pupils perspective and their views on using the collaborative platform and their learning.





My Reflection – The Teacher

The design of the task with the selection of the tool had played a critical role in my students learning. Even my less abled pupils through their contributions had given me hope that all pupils can learn given the right environment.


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