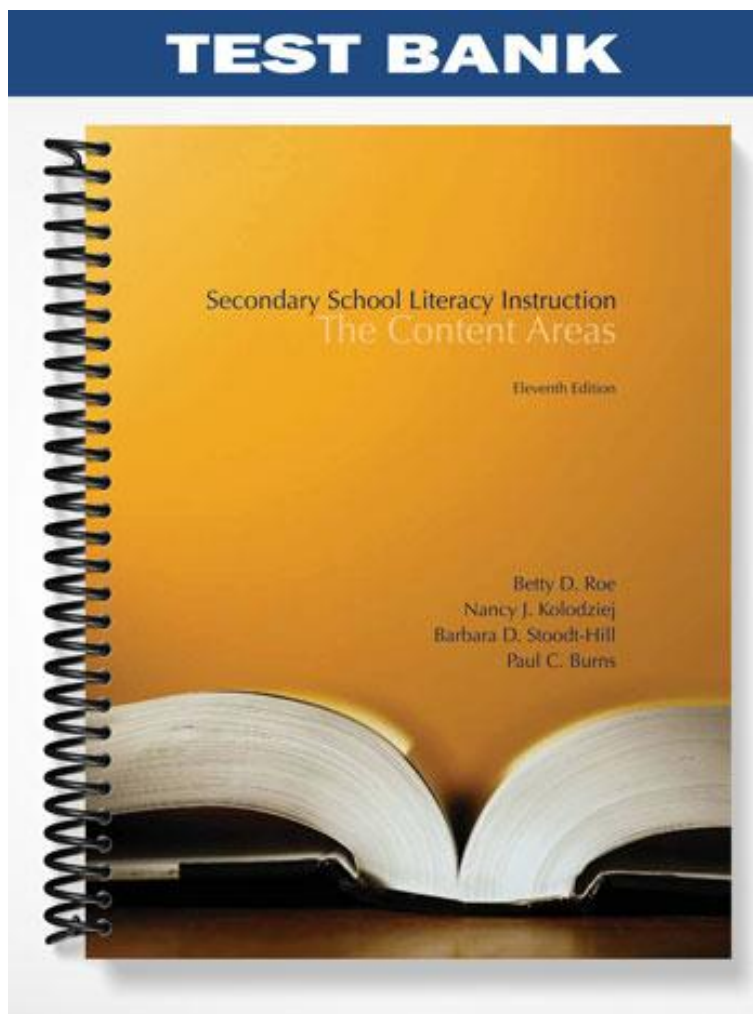


TEST BANK



Secondary School Literacy Instruction The Content Areas

Eleventh Edition

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Chapter 2: Integrating Technology in Content Area Literacy Instruction

MULTIPLE CHOICE

1. Visual presenters and interactive white boards can be used to
 - a. record points made during brainstorming sessions.
 - b. show steps in a process.
 - c. allow the manipulation of information on the screen.
 - d. do all of the above.

ANS: D

2. Television programs are
 - a. convenient to schedule for watching during the regular broadcast.
 - b. generally focused on specific class objectives.
 - c. easily recorded for future use, as long as copyright considerations are taken into account.
 - d. described by none of the above.

ANS: C

3. Audio recordings can be used to
 - a. learn about a topic from prerecorded information.
 - b. record class lectures for study purposes.
 - c. allow struggling readers to listen to the words in a printed selection while they follow along to help increase their vocabulary knowledge.
 - d. do all of the above.

ANS: D

4. Which of the following statements about using the computer to enhance instruction is *true*?
 - a. Database programs may be useful for organizing information collected in a class.
 - b. Word-processing programs can be used by students to prepare reports or do creative writing.
 - c. Simulation programs can help develop decision-making and problem-solving skills.
 - d. All of the above are true.

ANS: D

5. The Internet is
 - a. a highly reliable source of information for class reports because all information posted there is carefully checked for accuracy.
 - b. a network of extremely stable sites for information.
 - c. a good vehicle for communication with people all over the world.
 - d. too complex for secondary school students to use.

ANS: C

6. Internet searches are aided by
 - a. use of browsers.
 - b. use of search engines.
 - c. knowledge of key words.
 - d. all of the above.

ANS: D

7. Webpages related to classwork
- can be set up by individuals or classes.
 - can only be developed by computer professionals.
 - can only use text without graphics.
 - can do none of the above.

ANS: A

8. E-mail can enhance classroom activity by
- putting students in touch with other students in other parts of the world.
 - putting students in touch with experts in various fields.
 - both a and b.
 - neither a nor b.

ANS: C

9. Computer-assisted instruction may be in the form of
- drill-and-practice.
 - tutorials.
 - simulations.
 - all of the above.

ANS: D

10. Multimedia presentations may include
- text.
 - video clips.
 - sounds.
 - all of the above.

ANS: D

11. Computer simulations
- have no educational value.
 - can help students acquire critical literacy skills and content knowledge
 - are only available for science topics.
 - none of the above.

ANS: B

12. ELLs can benefit from
- text-to-speech software.
 - electronic books.
 - Internet dictionaries and translation programs.
 - all of the above.

ANS: D

13. Students can apply writing skills in practical ways using
- blogs.
 - wikis.
 - social networking sites.
 - all of the above.

ANS: D

14. Inquiry-based activities in which students use Web resources to accomplish a defined task are called

- a. blogs.
- b. WebQuests.
- c. podcasts.
- d. wikis.

ANS: B

15. Students can communicate through the Internet in real time through use of
- a. podcasts.
 - b. blogs.
 - c. chat rooms.
 - d. none of the above.

ANS: C

16. What type of computer application is used to help students develop decision-making and problem-solving skills?
- a. Database programs
 - b. Word-processing programs
 - c. Simulation programs
 - d. None of the above

ANS: C KEY: WWW

17. How can the Internet be used effectively in content classes?
- a. As the sole source for information for the students' research reports
 - b. As a vehicle for communication with people at distant locations
 - c. Not at all, because of the danger of students' seeing undesirable material
 - d. To keep some students busy so the teacher can help the ones who need help

ANS: B KEY: WWW

18. What are possible uses of the computer in content classes?
- a. For word-processing research reports
 - b. For finding information in databases and on the Internet
 - c. For developing blogs or podcasts on class topics
 - d. All of the above

ANS: D KEY: WWW

19. What is the value of drill-and-practice programs?
- a. They offer practice on skills that have already been taught.
 - b. They offer actual instruction.
 - c. They require problem solving.
 - d. All of the above

ANS: A KEY: WWW

20. For what students are text-to-speech programs helpful?
- a. English language learners
 - b. Struggling readers
 - c. Visually challenged readers
 - d. All of the above

ANS: D KEY: WWW

21. What is meant by "multimedia programs?"
- a. Programs that mix different media
 - b. Programs that have many parts
 - c. Programs that are on the Internet
 - d. Programs that use the medium of text

ANS: A KEY: WWW

22. What is media literacy?
- Knowing what the different types of media are, other than print
 - The ability to comprehend and produce electronic messages that not only include text, but also images, sounds, movements and animations
 - The ability to read words that appear on the screen in television programs
 - None of the above

ANS: B KEY: WWW

23. What are blogs?
- A type of spam
 - Web-based journals
 - Unwanted e-mail messages
 - Program errors

ANS: B KEY: WWW

24. What is filter software?
- Software to adjust colors on the screen
 - Software to use in special biology projects on ecology
 - Software designed to restrict access to undesirable sites
 - None of the above

ANS: C KEY: WWW

25. What is a major concern that teachers have with use of mobile devices in the classroom?
- Concern that the students will take poorer notes using these devices
 - Worry that they may use the devices to cheat on tests
 - Concern that the devices will be easily lost
 - All of the above

ANS: B KEY: WWW

TRUE/FALSE

1. Multimedia refers to mixing of different media.

ANS: T

2. Creation of multimedia presentations is too difficult for secondary school students to undertake.

ANS: F

3. Social networking sites encourage users to employ multimodal activities.

ANS: T

4. Schools generally have cutting-edge technological applications.

ANS: F

5. Students could use a desktop publishing program to develop a newsletter for class.

ANS: T

6. Students should not listen to audio-recordings of books that are available to them in print.

ANS: F

7. Prerecorded videos can be used as the basis of class discussion or reports.

ANS: T

8. Because students today are sometimes called “digital natives,” we can assume competency in use of computer technology for classwork.

ANS: F

9. Drill-and-practice programs offer practice on skills that teachers have already taught.

ANS: T

10. Electronic mailing lists send out messages to a group of readers who have “subscribed.”

ANS: T

11. Electronic bulletin boards have messages “posted” to a network location.

ANS: T

12. Database programs make possible a search of a database by a computer.

ANS: T

13. Skype software can allow students to make audio and video connections over the Internet with experts in a field of study.

ANS: T

14. Letting students “surf the Net” without direct supervision is reasonable in a secondary class.

ANS: F

15. Filter software is designed to restrict access to undesirable sites.

ANS: T

16. Success with online discussions depends on the clarity with which the teacher defines the purposes of the discussions and communicates these purposes to the students.

ANS: T

17. The *Accelerated Reader* program provides direct reading instruction on skills.

ANS: F

18. Media literacy refers to the ability to read words that appear on the screen in television programs.

ANS: F

19. Part of critical viewing is knowing how advertising uses propaganda.

ANS: T

20. A webinar is a web-based seminar.

ANS: T

21. ELLs may benefit from participating in an online *fanfiction* community.

ANS: T

22. Electronic books are generally not helpful to struggling readers.

ANS: F

23. Visually challenged learners may benefit from text-to-speech software.

ANS: T

24. Digital literacy is the ability to understand, evaluate, and integrate information in the multiple formats delivered by a computer.

ANS: T

25. Blogs are web-based journals.

ANS: T

26. Wikis provide collaborative writing experiences.

ANS: T

27. Podcasts make student-constructed audio files available on the Internet.

ANS: T

ESSAY

1. Describe a situation in which you would use technology to improve instruction of secondary school students about a topic of your choice.

ANS:

Not provided

2. Describe several ways that audio and video recordings can enhance instruction in your content area.

ANS:

Not provided

3. What potential problems can you see with using television programs as a part of class instruction?

ANS:

Not provided

4. Name several uses of word-processing software in the teaching and learning of your content.

ANS:

Not provided

5. Discuss possible applications of conference and collaboration software.

ANS:

Not provided

6. Name some possible applications of e-mail in your content area.

ANS:

Not provided

7. Discuss the pros and cons of using blogs and/or wikis in your class.

ANS:

Not provided

8. What are some potential hazards associated with letting secondary school students search the Internet for research purposes?

ANS:

Not provided

9. Are you in favor of the use of filtering or monitoring software in schools? Why, or why not?

ANS:

Not provided

10. What do metasearch engines accomplish?

ANS:

Not provided

11. How could social networking sites be used for instruction in your content area? What would be the concerns you might have about using these sites in your own classroom? What obstacles might you have to using them?

ANS:

Not provided

12. (*Case analysis*) Mr. Brooks, a biology teacher, only has one computer in his classroom, but it is a cutting-edge multimedia computer that is connected to the Internet. Because he does not see how a whole class of students can benefit from a single computer, he is not using it at all. What could he do to make effective use of this computer?

ANS:

Not provided

13. (*Case analysis*) Mrs. Barker wants to try having her students use blogs to write about the literature selections that they are reading instead of the traditional paper and pencil journals. The principal objects to her idea, pointing out that not all of her students have equal access to the Internet because they do not all have computers at home. What could Mrs. Barker do to allow her to try the use of blogs? Suggest as many options as you can.

ANS:

Not provided