Task Title: Compare Consumer Reviews of Computers

Learner Name:
Date Started: **Date Completed:**
Successful Completion: Yes___   No___

Goal Path: Employment✓ Apprenticeship___   Secondary School___   Post Secondary ___   Independence✓
Task Description: Using the internet to visit websites to locate computer reviews done by consumers.

Competency:	**Task Group(s):**
A: Find and Use Information	A1: Read continuous text
D: Use Digital Technology	A2: Interpret documents
	D2: Use Digital Technology

Level Indicators:
A1.3:   Read longer texts to connect, evaluate and integrate ideas and information
A2.3:   Interpret somewhat complex documents to connect, evaluate and integrate information
D.2:   Perform well-defined, multi-step digital tasks

Performance Descriptors: see chart or click here
Links to skill building activities: see the last pages or click here

Materials Required:
• Computer with internet access
• Pen and Paper

ESKARGO:
Reading Strategies – Decoding and Comprehension Enhancement
• Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences
• Skims to get an overview of the content; scans to find specific information
• Integrates several pieces of information from texts
• Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
Forms and Conventions – Find Information/Research/Understand Types of Texts
• Demonstrates a wider knowledge of various forms of writing such as articles, editorials, or short essays from resources including newspapers, magazines, books, the Internet, and computer CDs

- Uses a variety of conventions of formal texts (index, appendices, graphs, tables, footnotes and more complex reference resources) to locate and interpret information for a variety of purpose (i.e., simple research)
- Uses organizational features, such as headings, to locate information
- Reads text that has levels of meaning and interpretation and a number of unfamiliar words

Comprehension – Read to Understand/Retell

- Identifies the main idea and purpose in writing
- Cites details that support the main idea

Interpretation – Read and Apply Understanding

- Makes judgements based on evidence
- Analyzes, summarizes and makes inferences for a variety of texts
- Understands directly stated and indirectly stated information and ideas
- Understands relationships between ideas
- Identifies a writer's perspective; distinguishes between logical and illogical arguments, objectivity and prejudice
- Begins to recognize bias and points of view in texts
- Identifies the purpose and relevance of texts
- Compares or contrasts information between two or more texts
- Identifies sources, evaluates and integrates information

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

□ Attitude is not important   □ Attitude is somewhat important   □ Attitude is very important

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When purchasing more expensive items it is important for consumers and businesses to compare products. A good way to do this is to look at consumer reviews of items and based on all the required components and the review make a smart purchase.

Learner Information and Tasks:

Search the following three websites to locate and compare 2 laptop computers:

www.bestbuy.ca/

www.futureshop.ca/

www.thesource.ca/

Use the following search requirements to compare 2 laptops:

- Priced between $600 and $1000

- minimum of 4 GB of RAM

- HDMI output

Task 1:   List the names of the two laptops you are comparing.

Task 2:   What types of issues have been identified in the reviews for each of the laptops?

Task 3:   Customer service is always a factor when making a purchase. List any of the customer service issues identified in the reviews for each laptop.

Task 4:   Reviews are based on personal experience and not always reliable. In your opinion, what are some of the "questionable" review points on these laptops?

Task 5:   Which laptop would you choose and why?

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Answer Key

Task 1: List the names of the two laptops you are comparing.

> **Answers will vary, example is:**
> **Toshiba Satellite L70-B**
> **Lenovo Flex 2**

Task 2: What types of issues have been identified in the reviews for each of the laptops?

> **Answers will vary, example is:**
> **Toshiba Satellite - Does not recognize newer router 5 ghz**
> **No reviews posted at newegg.ca**
> **Lenovo Flex 2 only one website has reviews**
> **issue with keyboard tabs coming off**

Task 3: Customer service is always a factor when making a purchase. List any of the customer service issues identified in the reviews for each laptop.

> **Answers will vary, examples are:**
> **No one assisted me with the purchase at the store**
> **No customer service issues were identified**

Task 4: Reviews are based on personal experience and not always reliable. In your opinion, what are some of the "questionable" review points on these laptops?

> **Answers will vary, but could include when the reviewer calls something a "piece of crap" or if the reviewer seems to have a completely different experience from all other reviews (issues that could be just having bought a "lemon")**

Task 5: Which laptop would you choose and why?

> **Answers will vary**

Task Title: **Compare Consumer Reviews of Computers**

	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	• integrates several pieces of information from texts			
	• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	• identifies the purpose and relevance of texts			
	• begins to recognize bias and points of view in texts			
	• compares or contrasts information between two or more texts			
	• uses organizational features, such as headings, to locate information			
	• follows the main events of descriptive, narrative, informational and persuasive texts			
	• obtains information from detailed reading			
	• identifies sources, evaluates and integrates information			
A2.3	• performs complex searches using multiple search criteria			
	• uses layout to locate information			
	• begins to recognize bias in displays, such as graphs			
D.2	• selects and follows appropriate steps to complete tasks			
	• locates and recognizes functions and commands			
	• performs simple searches using keywords (e.g. internet, software help menu)			

This task: was successfully completed___   needs to be tried again___

Learner Comments

_____   _____

Instructor (print)   **Learner Signature**

Skill Building Activities

Links to online resources:

GCF LearnFree – "Using Information Correctly: Putting it Together" - http://www.gcflearnfree.org/digitalskills/useinformationcorrectly/putting-information-together - learn how to organize thoughts and opinions when conducting research in order to produce an article, report, or summary; watch the video on synthesizing information; learn how to integrate prior knowledge, opinions, and research, in order to produce an original product

Mometrix Academy – "Persuasive Text and Bias" - http://21cif.com/rkitp/challenge/evaluation/bias.swf - video describes words and phrases that signal bias and persuasive elements in texts

TV411 – "Reading: Understanding What You Read" - http://www.tv411.org/reading#understanding-what-you-read – Click on "Web Lessons" from the right side of screen; complete activities to learn various reading strategies: Scanning for Specifics, Using Context Clues, Reading Charts and Graphs, Summarizing, Strategies for Better Reading

Alberta Education - "Read to Live" - https://education.alberta.ca/apps/Readtolive/student.htm - click on "Workshops" to learn about the types of texts we read, strategies we can apply to aid comprehension, and how to pick appropriate strategies by examining our end goals; click on "Tools" to download a variety of graphic organizers and charts, including 'Evaluating Sources', 'KWL Chart', 'PMI Chart', and 'Venn Diagram'

eSpark Learning – "Compare & Contrast Reading Strategy" - https://www.youtube.com/watch?v=eGCzB9VoGLc&list=PLHsgU465oaDRMEwEUqx7dQAi3lnSP9Gq3&index=11 – video describes the compare and contrast reading strategy, and explains its use when evaluating various criteria; explains how to use a Venn diagram to organize and examine findings

LearningHUB online courses available:
- **Reading & Writing, Independent Study**
  - Reading Level 2, Assignment 1
  - Reading Level 3 Assignment
  - Ready for College Reading, Assignments 3, 4, & 6
    *all lessons teach essential comprehension strategies for connecting, evaluating, and integrating information in longer texts (e.g. Finding the Main Idea, Cause and Effect, Using Prior Knowledge, Fact and Opinion, Making Inferences, Summarizing, Using Graphics, Using Context Clues, Asking and Answering Questions, etc.)

- **Essential Skills, Independent Study**
  - Document Use Level 2, Assignment 1 – lessons teach approaches for reading reference and technical material

- **Live Classes (SABA)**
  - Reading Comprehension
  - GED Social Studies, Part 1

*To access LearningHUB courses, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx
*To Access LearningHUB Course Catalogue:
http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf